DOCUMENT RESUME

ED 155 241 UD 018 213

AUTHOR Bassin, Marc; Gross, Thomas
TITLE Organization Development, a Viable Method of Change for Urban Secondary Schools: Assessment of a Pragmatic Model, High School Self-Renewal.
PUB DATE Mar 78
NOTE 128p.; For related documents, see UD 018 014-018; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS Case Studies (Education); Educational Change; Improvement Programs; *Organizational Change; Organizational Development; *Program Effectiveness; *School Organization; *Senior High Schools; Urban Education; *Urban Schools
IDENTIFIERS *New York (New York); *School Self Renewal Program

ABSTRACT

This study is based on an external assessment of the School Self-Renewal Program in New York City. The program represents the largest and longest running Organization Development (OD) program in the country. Twelve of 24 high schools participating in the program in 1977 were sampled. The renewal model employed for school based change was found to be a powerful influence on the participative problem solving process. It proved to be flexible in its successful application in a variety of subsystems: school wide staff groups, student groups, administrative teams, and academic departments. In addition, a number of improvements were found to have occurred in the areas of curriculum, administrative reorganization, and mini-schools. The role of the OD consultant team in bringing about these improvements, processes by which the program is funded, and the current status of the program are described in this document. The limitations of OD as a process for improvement of urban secondary schools are also analyzed. (Author/GC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED155241

Organization Development, a Viable Method of Change for Urban Secondary Schools:

Assessment of a Pragmatic Model, High School Self-Renewal

Marc Bassin
Thomas Gross

Economic Development Council of NYC
School Self-Renewal Program

Based in part on an
External Evaluation
of the High School Self-Renewal Program
by Kenneth Sole

Paper presented at the annual meeting of the
American Ecuational Research Association,
Toronto, March, 1978

UD018213

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Thomas Gross
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Abstract

Organization development (OD) is found to be a viable method for improvement of urban secondary schools. This study is based on an external assessment of the School Self-Renewal Program of NYC, the largest OD effort in schools and of the longest duration in the country. Twelve of twenty-four high schools participating in the Program in 1977 were sampled. As of this writing, thirty schools are participating and the Program is still expanding. Beginning in 1969 under the initiative of the Economic Development Council of NYC (EDC), a non-profit business organization, funding today comes jointly from business (EDC and the National Alliance of Businessmen) and the NYC Board of Education. The Program employs a replicable model of school based change called the Renewal Model. This assessment finds the Model to be a powerful participative problem-solving process. The Renewal Model was found to be flexible in its successful application in a variety of subsystems: school-wide staff groups, student groups, administrative teams and academic departments. An OD Consultant Team of six serve the schools, one consultant per five schools. The Consultant Team is a semi-autonomous entity under the business umbrella of EDC and NAB. A myriad of outcomes for school improvement were found to have been developed according to the schools' priorities in the following areas: curriculum, administrative reorganization and mini-schools. The study concludes with an analysis of the limitations of Organization Development as a process for improvement of urban secondary schools.

Acknowledgements

We would like to express our gratitude to the many individuals who have contributed to the success of the Renewal Program over the past years. There are too many to mention all by name, but they include the coordinators, Renewal committee members and principals of all participating Renewal schools and the members of the Economic Development Council who initiated the Program after conceiving the idea that systematic planning methods used in business had application in schools if used participatively. In particular, we would like to thank Dr. Floyd Flom, Director of the National Alliance of Businessmen of NYC, the founding director of the Renewal Program; and Mr. Samuel Polatnick, Director of the Division of High Schools, Board of Education, NYC, whose enthusiastic support has opened many doors for the Renewal Program. The last three years have been difficult in the NYC schools due to severe budget cuts and teacher layoffs. In spite of these obstacles all of these individuals have labored hard to make Renewal a success. We would also like to thank our consultant colleagues in the Renewal Program who have assisted us immeasurably in developing this study: Patricia Jordan, Larry Litoff, Bob Porterfield and Grace Troisi.

Finally, we would like to thank the Assessment Team who carefully studied the twelve sample Renewal schools examined in this study:

Assessment Director: Dr. Kenneth Sole;

Assessment Consultants:

Julie Blackman

Carole Dewey

Michael Fine

Alan Steinberg

Carole Watson

William Wenck

Marc Bassin
Thomas Gross

New York City
February 1978

Table of Contents

	Page
Preface	1
Purpose	4
The Renewal Model	5
Assumptions	6
Assumptions which deviate from traditional OD practice	10
The Seven-Stage Model	11
Flexibility of the Model	15
Key Renewal Roles	16
Professional Development	24
Time	26
Unique Aspects of the Model	27
The Renewal Model in Operation--Prototype Cases	31
Methodology	35
I. The Process Level	37
II. The Product Level	39
Limitations of the Assessment Methodology	41

Table of Contents, continued

	Page
Findings	44
I. Process Findings	44
Roles in Renewal	49
Subsystems in the school in which Renewal may be carried out	64
The Seven-Stage Problem-Solving Process of Renewal	71
II. Product Findings	76
Limitations of Renewal (OD) as a Viable Method of Change for Urban Secondary Schools	85
Conclusions	92
Appendices	98
A: Principal's Interview Schedule Cabinet Members' Interview Schedule	98
B: Questionnaire	100
C: A Brief History of School Self-Renewal in NYC	109
D: The Organization of the Renewal Program	115

Organization Development, A Viable Method of Change for Urban Secondary Schools: Assessment of a Pragmatic Model, High School Self-Renewal.

High School Self-Renewal is currently operating in thirty New York City high schools and as such represents the largest systematic attempt to utilize Organization Development in schools to date.[1] High School Self-Renewal is a process model for systematic school problem solving based largely on Organization Development theory and practice. It is a joint endeavor between the Economic Development Council of New York City, Inc., a non-profit business organization with over 200 major corporate members and the Board of Education, which began as a pilot in 1969 in two inner city schools and has evolved and grown through a number of model modifications to its current form. This successful model of business-school collaboration is evidenced by a shared funding arrangement for the support of this project by the two groups.[2]

In addition to its longevity, size, and apparent success (evidenced by its continued expansion), this Renewal Model is important to the field of Organization Development for a number of reasons. Organization Development is not new to education, but this program represents the only major, systematic ongoing attempt to utilize OD in

---

1. There are 111 N.Y. City High Schools. Thus Renewal is in over 25% of them as of this writing, among them many of N.Y.C.'s most troublesome schools. Plans are to expand to as many H.S.'s as desire the program.

2. The current funding arrangement is:
   4 Renewal Consultants, High School Division of the Bd. of Ed.
   2 Renewal Consultants, Secretary & Overhead EDC & N.A.B.

traditional high schools, known to the authors. More importantly, it certainly represents the only systematic attempt to utilize OD in urban city high schools, where our education problems are the most challenging and where OD as a useful tool for educators must ultimately demonstrate its effectiveness.

The history of OD's use in school systems is very brief. Miles initiated the first systematic OD effort in two school districts in 1963 in collaboration with a group of university level specialists, known as the COPED project.[3] The Louisville public schools initiated a fairly extensive training and segregation project in its schools using a basic OD approach in the early 70's.

Brooklyn Derr and his associates have used the Lawrence and Lorsch Theory of Contingency as a model for ascertaining how schools are adapting to their organizational environment.[4] Bassin developed and implemented a model of organization development over a three-year period for an urban high school, but the school was an Alternative School with only six hundred students and differed in a number of significant ways from traditional urban schools.[5] The N.Y. City Urban Coalition has been doing significant work using an approach similar to High School Renewal, but devoting more energy

---

3. Richard A. Schmuck & Matthew B. Miles, eds. Organizational Development in Schools (Palo Alto National Press Books, 1971).

4. C. Brooklyn Derr, Organizational Adaptation to Forces for Change In A Big City School System (Eugene, Ore. CASEA, University of Oregon) Feb. 1971.

5. Bassin, Marc, the Development and Implementation of an Advocacy Model of Organizational Development in an Alternative High School: A Case Study, unpublished doctoral dissertation, 1976.

to resource linkages. However, this work has been with elementary schools and some junior high's which are considerably smaller and significantly different from the urban high schools. Furthermore, many individual OD consultants have worked with high schools and school systems, but most of these have been on a short term, ad hoc basis and did not involve the generation and institutionalization of an OD model within the school or district. Owens, in his review of the literature of OD in schools confirms the scarcity of significant work in urban high schools.[6]

The most significant work to date on school systems involving the generation of a systematic, replicable model has been the work of Schmuck and Runkel and others at the Center for Policy Management at the University of Oregon. This work dates back to 1967 and has been intensive and well documented.[7] However, it has not focussed on urban high schools and, while sharing a humber of assumptions and similarities with Renewal, differs in some fundamental ways. The most obvious is the point at which training is utilized as opposed to planning and structural interventions, and the method of institutionalization of the models within schools. Schmuck and Runkel's model utilizes intensive training of school staff as an initial step, and relies on a cadre of trained staff members within a school district to provide ongoing OD interventions for

---

6. Owens, Robert, Steinhoff, Casel, Administering Change in Schools, Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1970.

7. Schmuck & Miles, Organizational Development in Schools.

the schools within that district. Renewal utilizes a planning sequence as the first major intervention in a school, and does the training simultaneously as the planning cycle unfolds in the school. It attempts to create an ongoing process of planning and problem solving on a number of levels within each school with a staff member, called a coordinator, and a core committee at the center of this process. The reason Renewal began with actual problem-solving work rather than intensive training is the lack of tolerance and time among inner city school personnel for activities that do not generate immediate tangible results. The reason for starting to create an ongoing structure within each school, rather than one for the district, as Schmuck and Runkel do, relates to the size (often 2500-6000 students) and complexity of the City schools.

Purpose

Thus, Renewal as a model represents the only systematic attempt to utilize OD in urban secondary schools and is thus in a unique position to move the field of Organization Development further in its usefulness to schools, as well as raise a number of serious questions as to its potential for effectiveness. It is hoped that findings presented in this paper will reveal some of the potential that OD offers as a pragmatic problem-solving method for urban secondary schools. If this potential that we believe exists is to be realized it is evident that a great deal more work must be done.

It is the intention of this paper to stimulate and challenge others to do such work so that OD as a useful methodology for school change can be further developed.

The Model

While the model for High School Renewal has undergone a number of modifications over the years as conditions in the City changed, and as we learned from our experiences, there has always been a model to guide our work in the schools. This has been invaluable in providing us with a common point of reference for our learning and support as well as for transferring the process to other schools. Our current model has remained fairly stable with only minor modifications for the last two years. Regardless of variations in the model, the goal and definition of Renewal have remained constant throughout the history of the program.

GOAL: To have the school institutionalize a systematic, participative process of problem solving and improvement as a regular, ongoing function within the school.

Definition of High School Renewal

High School Renewal is a process designed to enable each participating school to draw more effectively upon the talents and creativity of the members of its entire school community (administrators, teachers, counselors, students, parents and others living or working near the school) to systematically identify school problems and to plan ways of solving these problems. Renewal places particular emphasis on participative planning and the use of Organization Development techniques for identifying and clarifying problems, identifying options

for solving the problems, and implementing and evaluating programs to attain the objectives.

Underlying Assumptions

Renewal is based on a number of assumptions derived primarily from Organization Development. However, to make Renewal work in the urban high school setting, a number of other assumptions have been added.

Assumptions Common to the Field of Organization Development

Administrative Support - The administrators, especially the principals, must actively support the process, since the Renewal philosophy requires collaboration throughout the school hierarchy for planned change. This collaboration is most effectively initiated by the administration.

School Capacity for "Self-Help" Problem Solving - The capacity to improve a school resides within the resources of the school itself. While persons in high schools have a strong desire to improve educational programs, they often do not have the opportunities to use their talents and capabilities productively in the school system. Renewal is based on the assumption that educators and administrators within the school who know its strengths and weaknesses are best qualified to solve problems by tapping talents within the school including their own.

An Initiating Event - To stimulate the demand and create a climate that encourages innovation, a special experience such as a broad-based planning effort is needed--both as a kind of optimistic interruption of the normal routine of handling school problems and as a means of generating hope for improvement and commitment to change.

The Consultant Resource - An Organization Development consultant, skilled in planned organizational change and the Renewal process, is a necessary resource to help the school design, implement and institutionalize its unique adaptation of the Renewal process.

Widespread Participation - All elements of a school and its community should participate in identifying problems and selecting options for their solution. This broad involvement often helps to free school personnel from frustrating feelings that some elements in the school or its surrounding environment might retard progress.

Challenge, Diversity and Conflict - Another valuable effect of widespread participation is a diversity of opinions about what problems ought to be attacked and what solutions should be tried. An intensive conversation or even spirited debate about the issues tends to challenge the status quo, thereby generating hope and stimulating action.

Institutional Arrangements - Experience dictates that two institutional arrangements are necessary for Renewal--delegation of responsibility and allocation of adequate planning time. If Renewal

is everyone's job it is no one's job. Some individual has to be specifically assigned to lead and coordinate the Renewal effort and to involve parents and community in the ongoing process. Principals, with their many responsibilities, do not have time personally to organize and sustain the effort on a day-to-day basis. Principals, counselors, teachers, para-professionals or others in New York City schools have found that the ordinary demands of their regular duties are too great and too monopolizing of personal energy and attention to allow the needed reflection and planning unless time is systematically allocated for the Renewal effort.

A Systematic Process - Schools cannot be improved through random attempts at change or by uneven piecemeal efforts. The systematic process involves designating participants, scheduling meetings, surveying problems, identifying alternative solutions, selecting one or more of these, allocating adequate resources, conducting periodic progress reviews and collecting evidence for evaluations.

Setting Priorities - Not all problems can be attacked simultaneously, and certainly not all can be solved immediately. Deciding which to tackle first and which later is an essential element in the Renewal process.

Knowing the School - While schools have similar basic processes and structures, they are unique in their human and material resources, students, configuration of problems, history and concerns. Thus, every Renewal decision must be made by individuals who are

fully informed about the entire range of concerns in the school. The Renewal process precludes uninformed decision making by outsiders who may select one problem as a target for improvement without knowing about other, related or perhaps more important problems. Renewal programs in the school do not work against each other when they are designed in this way.

Designing the Process to Fit the School - The Renewal process must be uniquely designed for each individual school. Only rarely can a program created elsewhere be replicated without change. Modifying a program before or during implementation not only makes it fit the individual school and the teachers and students involved, but it also serves to deepen commitment to the program and its objectives.

Using Existing Resources - While the schools often need outside resources and can use them productively, the best elements of solutions that work are usually supplied by the school's personnel. However, as noted earlier, staff members must be given time and opportunity to redirect their own energies in adapting or developing these new programs. Through this type of redirection, much can be done to improve schools even within existing or shrinking budgets.

Achieving Success - To flourish, a Self-Renewal program must show some signs of success during the process. Although concrete evidence of achievement is desirable, a feeling or consensus that progress is being made is sufficient motivation during the early stages for continuing the Renewal effort.

Flexibility and Change - Since schools and their environments are constantly changing, the ongoing Self-Renewal process must be flexible enough to allow continuous adaptation and improvement.

Assumptions Which Deviate From Traditional OD Practice

Practicality - In order to succeed in the complex urban school setting, Renewal must above all else be practical. People in the schools simply have no tolerance for any approach for improvement which cannot produce tangible, practical results within a short time (6 months) and with a minimal money investment. The process can in no way disrupt or interrupt the regular functioning of the schools, and must be able to work within the numerous constraints facing these complex institutions.

Outside Catalyst - It is important to have an outside agency (such as EDC) with good credibility in the schools to serve as a catalyst on both the Board and school levels. The history of Renewal in N.Y.C. indicates a large role played by EDC in providing the impetus, seed money, legitimacy and energy necessary to initiate and develop such an undertaking. The schools have often been more receptive to help from an outside agency without a bureaucratic image than to similar resources offered by their own Board of Education. The outside catalyst also provides a shield to give the program autonomy to function in ways most beneficial to the schools, rather than succumbing to total institutionalization under the Board of Education and thereby losing some of its flexibility.

Political Skills - While Renewal is a systematic planning process, in order to place it effectively into the highly complex, political environment of the schools, requires consultants with sophisticated political skills. In addition to training people within the schools in the process itself, these consultants must have the ability to help negotiate with occasional opponents of the Renewal process and to help enlist the support of the administration to overcome opposition. Sometimes the Renewal process meets with opposition from the administration itself, in which case the consultant must serve as an effective mediator. Without effective management of political opposition the process is in jeopardy of dying.

The Seven-Stage Self-Renewal Model

It is important to note that Renewal is a procedure, not a product. The process involves an ongoing movement through seven stages. Decision-making is an essential part of each stage and involves selection of a course of action from among alternatives using explicit processes and criteria. The seven stages are: entry, diagnosis, planning, research and development, implementation, evaluation, and institutionalization.

1. Entry involves the decision of the school to start the Renewal process after its nomination by the Borough Superintendent; the preparation of the principal and key staff for using the Renewal process through off-site workshops or seminars; and the negotiation and planning by the principal and a Renewal consultant

on how each sequential phase will be carried out, and how the work will be done. The Entry stage is completed by the joint development of a written Renewal design or outline.

2. Diagnosis uses a systematic process for identification of problems by the school community--including staff, students, and where possible, parents--as well as analyses and establishment of priorities for these problems.

3. Planning uses the analyses from the Diagnosis stage to establish specific objectives, identify resources and select from various alternatives the most appropriate strategy for solving the problems.

4. Research and Development includes the collection of information in the school relating to a problem area and the examination of programs, products or processes used elsewhere that are relevant to the objectives outlined during the Planning stage. Research is followed by the Development of the particular program, products or processes that will meet the specific objectives outlined during Planning. Development may require further Research for specific components as well as adaptation of existing products or the creation of new products. Unlike the other stages, Research and Development occurs at a number of times during the sequence. For example, Research may occur during Diagnosis, Research and Development may follow Planning and precede Implementation as the discrete fourth stage in the process, or occur simultaneously with Planning and/or Implementation.

5. Implementation involves putting into effect programs, products and processes developed as a result of the earlier Planning and Research and Development stages. Implementation requires designating role responsibilities and time frames for carrying out and completing the specific plans.

6. Evaluation encompasses the formative or ongoing assessment and, when needed, modification of Renewal programs in terms of the objectives established during the Planning stage. Such modifications may require returning to earlier stages to gather more data and to plan and implement necessary changes. Evaluation is also summative and involves a final assessment to determine the results achieved and to decide if the program should be continued.

7. Maintenance/Institutionalization involves the assumption of the external consulting and facilitator role by more internal staff persons in the school and the continuation of systematic planning at the broad level and/or specific unit levels.

PROPOSED RENEWAL DESIGN FOR BENJAMIN FRANKLIN HIGH SCHOOL

Phase	Steps - Activities	Objectives	Time line
Entry	Discussions with Principal	1. Explore relationship 2. Determine design	2-3 meetings
	Discussion with Cabinet	1. Franklin-Renewal Program relationship 2. Determine overall design	1 meeting
Diagnosis	Subcommittee of Cabinet Volunteers list & categorize problems	1. List problems 2. Categorize problems 3. Present to Cabinet	1-2 meetings
	Cabinet	1. Modify list 2. Prioritize list or distribute to be prioritized.	1 meeting
	School ⟨ Dept. - teachers; Any others	1. Identify priorities using categories picked by Cabinet 2. Return to subcommittee	1-2 weeks
	Subcommittee	1. Synthesize data 2. Present to Cabinet	1 week & 1 meeting
	Cabinet	1. Analyze data 2. Organize planning committee	1 meeting
Planning Research & Development	Planning subcommittee	1. Develop objectives 2. Develop alternative implementation strategies 3. See what other schools have done 4. Recommendations for Implementation 5. Recommendations for Evaluation	1-3 meetings
Implementation	Cabinet	1. Modify recommendations 2. Implement plan	1 meeting
Evaluation	Subcommittee ↓ Cabinet	1. Evaluate program 2. Recommend modifications to Cabinet	Ongoing

Flexibility of the Model Throughout the Four Levels of Renewal

The Renewal Model is based on a recognition that each school is unique in many respects. For this reason, the only constant among schools is the sequential use of all seven stages. The details of each stage in terms of specific activities, whom to involve during each stage and its particular time schedule, will vary from school to school. Since a school's design for Renewal is based on its specific needs, it is essential that the principal and other key staff work with the Renewal consultant in construction of the individual design.

Renewal achieves its major flexibility through the concept of levels or units. Renewal can be done either independently or simultaneously on any of four levels within a school.

1. School-wide Renewal. Staff, students, community and parents (the most common level for beginning Renewal) working on school-wide problems.

2. Cabinet Renewal.[8] Renewal with the top and middle-level management team of the school, the principal and his/her department heads, working on administrative problems.

3. Student Renewal. Renewal carried out independently with a group of students, sometimes through a "leadership" class organized especially for this purpose. The students look at school-wide problems.

---

8 The Cabinet is the high school administrative team, comprising the principal, assistant principals and chairmen of departments, also known as assistant principals.

4. Department Renewal. Renewal done in a department where the process is used to examine any aspects of the functioning of the department.

The ultimate object is to have Renewal functioning as an ongoing activity in each of the four levels. As the process unfolds in a school there is an attempt to move from one level to the next. The sequence of movement depends largely on the history and unique characteristics of the school. While most times Renewal has begun first school-wide, and next moves to the Cabinet, all combinations have been used. It is often necessary to retreat from one level where progress becomes too hampered, go to another level, and return at a later date to the original level.

Key Renewal Roles

Carrying out Renewal properly involves a commitment of time and energy on the part of the participants to following the sequence of the seven stages of the process. During this sequence, specific functions are performed by individuals in specific roles. It is not necessary for any individual to devote his or her entire time to Renewal, nor will the roles be the same in different schools. In general, though, persons in the roles outlined will perform the general functions described here. Their specific functions during each stage are detailed below, under Results.

The Principal

Since Renewal begins with the principal, he or she initiates an exploration of the feasibility of undertaking Renewal before deciding whether to launch the Renewal process in the school. This exploration involves consultation with other key people in the school and often principals and staff of other Renewal schools as well. Once the decision to initiate Renewal has been made, the principal works with the Renewal consultant and other designated individuals in developing the Renewal design.

After the process has been started, a principal can actively support Renewal in four basic ways:

- By maintaining the integrity of the decision-making structure agreed on during the Entry stage and established in the Renewal design.

- By insuring effective school-wide communications about the process of Renewal and his or her support for it.

- By insuring support of the entire design through allocating adequate time during the school day for Renewal activities.

- By seeing that implementation of Renewal occurs through assigning specific persons to carry out specific functions within a designated time frame.

After the first six stages of Renewal are completed, the seventh stage, Institutionalization of Renewal, requires the principal's support in several ways. The principal encourages the use of the Renewal process in as many areas of the school as possible, e.g. cabinets, departments, student government. In addition, the principal incorporates school-wide Renewal as a regular ongoing process in the school. Finally, it is important for the principal to demonstrate and utilize Renewal problem-solving skills such as diagnosing, goal setting and planning, to encourage their acquisition by as many staff and students and possible.

The Renewal Consultant

The Renewal consultant, a person with school-based experience who is skilled in Organization Development and Renewal methods, is the primary external resource for helping participants to learn and use the Renewal process. The consultant's expertise must lie in the area of the process of change and not in any particular educational content area. While the Renewal consultant feels responsibility to the entire school, he or she interacts primarily with the principal and other key Renewal groups and individuals. The consultant works most extensively with the principal during the Entry stage in the creation of the Renewal design. Later, the consultant works closely with the Renewal coordinator and other groups and individuals within the school. The consultant maintains regular contact with the principal throughout the Renewal process until the Institutionalization stage is reached.

The consultant helps Renewal participants learn the process by working on-site approximately once a week on actual Renewal activities. He or she guides the participants in consideration of alternatives and improving group processes such as team-building, goal-setting, communicating and conducting meetings. Another important resource provided by the consultant is individual consultation with key Renewal personnel on specific problems and concerns. In addition, the consultant conducts off-site professional development workshops to help participants improve their Renewal skills. The consultant may also conduct on-site workshops as needs arise.

The Renewal Coordinator

The coordinator is a staff person, usually selected by the principal according to accepted procedures, who assumes responsibility for guiding the administration of the Renewal process while maintaining continuing communications with both the principal and the Renewal consultant. The coordinator also leads the Core Technical Group. He or she is responsible for insuring widespread participation throughout the entire process as well as organizing the technical details of each individual stage. The responsibilities require effective school-wide communications during the Renewal process.

The more effective the coordinator is, the more effective the Renewal process is. The coordinator to be effective must learn and implement the Renewal model, administer diverse projects which are outcomes of the planning, systematically manage the process, motivate the core

group and develop effective relationships with the administration and diverse groups in the school.

The Core Technical Group

This group of six to ten assistant principals and teachers, including at least one person responsible for special student activities, assists the coordinator in conducting and monitoring all aspects of the Renewal process. The group's responsibilities include designing and analyzing diagnostic questionnaires, organizing and facilitating task forces, presenting all data and recommendations to the Renewal committee, keeping the school informed and aware of Renewal and conducting or monitoring evaluations. The group also often becomes the spearhead for implementation of plans.

The Assistant Principals

The involvement and active support of the assistant principals, including department chairpersons, is essential for effective implementation throughout the school. In school-wide Renewal, APs play a significant role in the creation of the Renewal design and decision-making process and on diagnostic and planning task forces. Utilization of the Renewal process in any particular department or sub-unit of the school requires that the AP assumes the same active role within the department as the principal does in school-wide Renewal.

The Teachers

Because of their knowledge about school problems, their creative resources and their daily contact with the students, as many faculty members as possible should be involved in the Renewal process.

While there are important roles for teachers in all aspects of Renewal, the entire faculty should be especially involved during the Diagnosis stage. Volunteers should be solicited to serve on planning task forces. In addition, individuals may take on responsibility for implementation of particular plans.

In department Renewal, the teachers of a particular department work together as a team led by the department chairperson to carry out the entire Renewal process. One teacher may emerge as the coordinator of the department's Renewal.

Finally, teachers may carry out aspects of Renewal in their classrooms by involving their students in problem-solving activities related to the classroom environment.

The Students

Since students have direct awareness of their needs as well as unique knowledge about their school, their role in Renewal is crucial if their needs are to be met. Students can play a particularly effective role by participating in the Diagnosis and Planning stages. A core group of students, in a structure parallel to and working in conjunction with the staff's Core Technical Group, can involve large numbers of students in the Diagnosis stage through

surveys and in the Planning stage through task forces. The information and ideas generated from the students should be incorporated in the work of the staff core group. It is important that the student core group attempts to reach all relevant student groups. Finally, it is essential that students contribute to any evaluation of Renewal's progress.

The Parents

As an important constituency of the school, parents have an essential and unique perspective to offer. To elicit both their concerns and suggestions, parents can be involved in the Diagnosis, Planning, and Evaluation stages of Renewal through questionnaires and participation on planning task groups. If it is feasible, a viable parent organization can also create a parallel core group to involve large numbers of parents in Diagnosis and Planning that will be incorporated in the work of the technical staff. This effort is analogous to the function of the student core group.

The Corporate Representative

A corporate representative is an employee of a corporation who serves as its liaison and resource to the school during the Renewal process. Although it is helpful for the corporate representative to acquaint him or herself with the school by some involvement during the total Renewal process, the point at which the corporate representative can play the most significant role usually is during implementation of Renewal plans. The corporate representative not

only provides advice and technical expertise but also, where possible, corporate material resources including funds. The ultimate purpose of the corporate representative is to establish an ongoing relationship between the corporation and the school. The corporate representative gains entry to the school with the assistance of the Renewal consultant.

Professional Development

The Renewal Model is based on two interrelated approaches--on-site use of the seven-stage process and participation in professional development workshops. The workshops are designed for two audiences--those new to Renewal and those who have some experience with Renewal in their schools. Each audience can include administrators, teachers and/or students. The workshops focus on the processes and skills required to execute Renewal, with new participants learning these skills while veteran participants hone theirs.

For those new to Renewal, the workshops aim to develop readiness by introducing the theory and practice of Renewal through a variety of case studies and experiential activities. For those who have some experience already with Renewal, the workshops focus on development of specific skills needed to implement the process and to make Institutionalization a reality.

These workshops are designed and staffed by the same consultants who work in the schools, with occasional assistance by other specialists such as an experienced trainer in Organization Development or an individual with expertise in a specific content area. Persons from Renewal schools such as coordinators or assistant principals may often also assist in planning and conducting workshops, thus gaining valuable experience and leadership skills.

Depending on the objectives, workshops are either organized with mixed groups such as teachers and administrators or homogeneous groups such as teachers, administrators, students. The groups consist of from 10 to 20 participants who meet for a period of one to five days. The content areas change as Renewal evolves, as new needs arise and as ongoing evaluation leads to their revision or modification. Workshops in the past have dealt with such topics as "Introduction to Renewal," "Internal Consulting Skills," "Group Dynamics," " Evaluation," "Renewal in the Classroom," "Special Concerns of Ninth Graders," and "Use of Renewal in the Development of Learning Communities." In addition, workshops have been designed specifically to help administrators and students. The workshop for administrators, "Management and Renewal," focuses on the administrator's role as facilitator, with emphasis on the use of Organization Development principles in day-to-day activities. The workshop for students, "Student Renewal," focuses on developing core groups of students from different Renewal schools who will play vital roles in the Diagnosis stage by insuring that the views of as many students as possible are incorporated into the Renewal process.

Time

Renewal is not a one-shot intervention but rather a sustained effort to help a school develop and improve its own problem-solving capacity. The first cycle of Renewal (movement through the first six stages at one of the four levels) takes anywhere from six months to a year. It usually takes two to three years to move Renewal beyond two levels within a school. The external Renewal consultant plans to stay with a school on an intensive (once per week basis) for two or three years and then to move to a maintenance (as needed) relationship.

In terms of time for people within the school, Renewal is designed to operate with as little time demands on people as possible. This translates into one to two periods a day for the coordinator (who has released time for this activity), a meeting per week of the core group for one or two periods, and an additional hour or two per week for committee meetings and other events for core group members. The rest of the staff is involved at points throughout the year during school conference time. Most Renewal work occurs during school time (common lunch periods) with some after or before school work for core group members.

Cabinet or department Renewal is done during regular Cabinet or department meeting times with some extra hours scheduled at crucial points. Student Renewal takes place during regular class time.

Unique Aspects of the Model

We attribute the effectiveness of the High School Renewal problem-solving process to the following aspects of the Model.

1. A Process Model - The Renewal Model is a process model, a model of methodology that focuses on involvement of those within the school in systematic problem solving. It is not concerned with which problems the school should attack, since this determination must be made by those within the school itself. An external Renewal consultant from the Renewal central staff works with each school to help it move through the Renewal process.

2. Flexibility - Renewal recognizes that each school is unique, and thus the Renewal process is extremely flexible and can be utilized in a wide variety of different settings. The process may be used by an entire school to work on school-wide problems, or by a single unit within the school, such as a Cabinet, department or student government organization to work on a problem within that unit. Likewise, Renewal can begin with a large planning group or with a small core group, depending on conditions and interest within the school. Regardless of where Renewal begins in a school, effecting change within the total school is its ultimate target.

3. Minimal Cost - The costs to a school for undertaking Renewal are minimal. They consist of some released time for a staff member to assume the position of internal Renewal coordinator (one to three periods) and some time given by a core group of individuals

within the school, approximately one to two hours a week for work on the process. This time may be after school, or incorporated into the regular school day as part of professional development activities, or in the case of students, a regular class. Given these conditions, and the support of the Borough Superintendent, the principal, and a sizeable portion of the school population, Renewal can begin.

4. Speed - Renewal recognizes the tremendous time pressure which confronts the school staffs and has directed attention to streamlining the Renewal process to deal with time constraints. The Model has been designed so that with a minimal investment of time (one to two hours a week) realization of outcomes can be attained within five months of the initiation of the Renewal process. Renewal focuses jointly on both short-and long-range activities as a means of generating quick, tangible, results and of initiating new approaches to more formidable problems.

5. Partnership with the Business Community - An important factor in the development of the Renewal Model has been the role of the business community in forming a cooperative relationship with the schools. Business has helped to provide the services of the external consultants and has participated in analysis and refinement of the actual Model. The corporations are involved as resources to the Renewal schools through corporate representatives who serve as liaison to the schools. The corporate-school relationship has resulted in a better understanding between both

groups and made available tangible corporate resources which have been used by the schools to implement Renewal projects.

6. Movement toward Institutionalization - The goal of Renewal is the institutionalization of the problem-solving process as a regular, ongoing activity in all school units. Institutionalization of the process is accomplished through the assignment of an internal coordinator and the establishment of a school-wide Renewal procedure to ensure an ongoing process and continued inculcation of the Renewal process and skills for carrying it out among staff and students. The Renewal consultant sees the establishment of a self-sustaining process within the school and his/her primary goal and responsibility. In addition to ongoing professional development for all Renewal school personnel, a coordinator network helps to disseminate information and provide support through regular monthly meetings.

7. Involvement of Students - One of the most valid criticisms of most change efforts is the exclusion of students. While some efforts attempt to include students in the definition of current needs, few go beyond this point to directly involve students in new attempts to meet these needs. Renewal is deeply committed to the direct involvement of students throughout the entire Renewal process, both working together with staff and independently as student groups. This ensures the involvement of students in the change process and is consistent with our democratic heritage values.

8. Single School as Unit of Change - Using the principles of Organization Development that decisions should be made by those closest to the source of information, Renewal views the single school as the unit for change. In this way each school is approached as a unique, complex, social system with its own particular needs. Involvement of people at the local level in the problem-solving process also builds committment, releases energy and increases the probability of implementation of plans and ideas.

Summary of the Model

As can be seen from the above, Renewal is based on a specific, carefully designed and highly flexible model. Without such a model to both guide the consultants, and train those within the schools, we believe that our attempts to utilize OD in the highly complex, urban high schools would simply flounder and disintegrate.[9]

---

9 A Manual on School Self-Renewal is available from:

High School Self-Renewal Program
c/o National Alliance of Businessmen
380 Madison Avenue, 14th fl.
New York, New York 10017

The Renewal Model in Operation - Prototypical Case Examples

The case examples which follow are intended to provide the reader with some understanding of the wide range of forms Renewal takes in different schools. The cases span the continuum from fairly easy, rather successful situations, to extremely difficult, frustrating ones.

It will ne noted that in most cases, the flexibility and resiliency of the Model (among all four levels of use) were key factors in getting it to take hold within a school.

Case 1 - Approaching the Ideal

Renewal has been operating in the school for five years, and has gone through a succession of three principals and 2 coordinators. The current principal is an extremely strong advocate of Renewal, and both coordinators have been exceptionally strong, capable, and well regarded (one was the former union chapter chairperson). Renewal in the school is highly structured involving an active core group of approximately 16 members, and a peripheral group of 10 to 15 directly involved in Renewal projects. Among the accomplishments are a totally reorganized structure for the ninth grade (mini-school), a thriving career education center, many changes in curriculum including a writing skills course, a student newspaper, an

ethnic cultural arts program, a video tape feedback program for teachers, and one of the few in-house school evaluation committees in the City high schools. A second diagnosis has just been completed involving 60 people in two after school meetings and resulting in the creation of four new task forces. A student Renewal class has just been organized, Renewal is now being initiated in the 40-person English department, and the Cabinet is devoting a number of sessions to Renewal. Furthermore, Renewal is responsible for a base line data project in the school which is attempting to provide hard longitudinal data to the school for planning, and the school has already moved to a computer assisted attendance system as a result of this. The school is virtually on a maintenance basis with only occasional visits necessary from the Renewal consultant.

Case 2 - A Waste of Time

After attempting to initiate Renewal in some form for a year in this school we have politely withdrawn. Trouble began with warnings from many people in the school that Renewal was not possible here because of an authoritarian principal. Problems first emerged over wording on the diagnostic questionnaire, and was compounded when none of the recommendations of the core group were implemented. A weak coordinator and outright antagonistic union resulted in a union faculty referendum which showed no support for Renewal. An attempt was made to work with a group of students, but the student

advisor refused to present any plans to the principal, fearing that they would be thwarted. Under these conditions, after a year's time, we withdrew our consultant from the school.

Case 3 - "If you won't do it, we will"

When we tried to form a core group of staff in this school we could only get two volunteers. Since the principal was very interested we forgot about the staff for a while and began to work with the cabinet (administrative team). They were somewhat reluctant, but went along because of his interest, and used the process to restructure and standardize the way by which classroom observations would be made. Input from teachers was solicited in the process. At the same time one of the teachers who originally volunteered approached a leadership class to do Renewal. They agreed, and did a survey of all the students. The survey indicated a need for more student-teacher responsiveness and a plan to form a voluntary course evaluation form was developed by the students. The students recruited eight individual teachers to help develop the form and presented it and their ideas at a faculty conference. As a result, 80% of the teachers volunteered to use the feedback form.

During the second year of Renewal in this school a small staff core group was formed. A staff diagnosis indicated student wandering in the halls, particularly during lunch periods, and student disruptions in the cafeteria as problems. The core group

developed the idea of the staff offering voluntary clubs during the busiest lunch periods to reduce wandering, and cafeteria problems. Sixteen staff members volunteered and offered clubs. The committee is now working on a feasibility plan for reorganizing the school into mini-schools.

Having gone through the cycle once, the Cabinet has now requested of the Renewal consultant that he help them use the process to develop a theme for the school. The student group has continued and is now managing a lounge which they established during the lunch periods.

In this school what is emerging as a potentially strong Renewal program began as a result of a strongly committed principal, a group of eager students, and a single committed staff member (who later became the coordinator).

Each school has a uniquely different story. What has been constant throughout, however, has been the use of the Model as a guide.

Methodology

(The External Assessment of the Renewal Program)

During the Fall of 1976, members of the Renewal Program decided to have an External Assessment conducted. A social psychologist and Organization Development Consultant, Dr. Kenneth Sole, was contracted to conduct the Assessment. He, in turn, hired six advanced graduate students to assist him as Assessment consultants. Five of these people were studying at the Ph.D. level in social psychology while one was studying at the master's level in a school of social welfare. All had an interest in more fully understanding processes of social change and also had an appreciation for the difficulties of collecting data in the field as well as in laboratory settings.

Through extended discussions between the Assessment Team and members of the Renewal Program the Assessment was designed. We decided to collect data in twelve of the twenty-four high schools then active in Renewal. (At the time of this writing, thirty schools are active.) We agreed that it would be too time consuming and too costly to examine all of the twenty-four schools. We arrived at the number twelve by analyzing the time which the Assessment Team could spend in the schools based on our available research budget. The six Assessment consultants would spend approximately one day per week collecting data in the schools for five months. The twelve schools themselves were selected to represent each of the different

"generations" of schools which had joined the Renewal Program. Some had been involved since 1969 and others as recently as 1976. Of the twelve schools, some had impressive track records in Renewal and others were less consistent.

Two major Assessment questions became the goal of the data collection:

I. What do people know and understand about the process of Renewal at the school?

II. What projects have emerged from Renewal and how have these affected the larger school community?

We settled on these two questions because Renewal is a process of planning, problem-solving, participation and school improvement and one of its central long-term aims is to institutionalize the process. While Renewal is a process, the process by itself is not sufficient to realize school improvement. It must also produce results. For that reason we wanted a picture of the range and effectiveness of the projects or outcomes of the Renewal process.

Several methods of data collection were employed by the Assessment consultants: interviews, questionnaires, observations and documents.

I. The Process Level

The target sample from whom data was collected on the process question was the Renewal committee in the school. This was done for two reasons. First, the objective of the Renewal Program to institutionalize the process of Renewal in a school has been through the attempted creation of a viable Renewal committee which understands and carries out the Renewal process continuously over time. Secondly, we felt that the time of the Assessment consultants would best be spent examining the level of understanding of the Renewal committee itself rather than, in addition, trying to assess the level of understanding of Renewal processes in the school at large. We, of the Renewal Program, were already certain, based on our own experience, that members of the larger school community had little or no understanding of the Renewal processes. We decided not to invest valuable Assessment consultant time to rediscover what we already knew.

In the twelve schools which were assessed, from ten to twenty people were contributors of data on the process level. The total number of respondents for all the schools was approximately 150 people.

Interviews

1. Selection of Respondents: The Renewal coordinator and the Renewal consultant worked with the Assessment consultant to identify the members of the Renewal committee, solicit their cooperation for the study and arrange the interviews.

2. Logistics: The actual interviewing phase of the Assessment lasted from early March through May. The Assessment consultants found the interviewees accessible and only in one or two of the twelve schools was there any difficulty arranging the interviews. Fewer than ten members of all Renewal committees in all twelve schools were not interviewed compared to the 150 who were.

All individuals were assured anonymity of responses. Interviews generally lasted between 45 and 90 minutes, determined by time available to respondent and length of answers. Interview data were collected by note-taking.

3. The Interview Schedule: The actual instrument used in interviewing may be found in Appendix A. The interview was designed to extract data appropriate to both levels one and two of the Assessment, the process and the products. Initially, individuals were asked for a definition of Renewal. The remaining questions addressed issues inherent to Renewal in the school: the role of EDC, the school's administration, the Renewal coordinator; the reputation of and response to Renewal in the school, what people knew and didn't know about Renewal, what they liked and disliked; the function of

the Renewal committee; the perceived contribution of Renewal to school performance.

Questionnaires

1. Selection of Respondents: Each member of the Renewal committee was asked to fill out the questionnaire. The same questionnaire was administered in all twelve sample schools.

2. The Questionnaire Schedule: The actual questionnaire instrument can be found in Appendix B. The questionnaire was designed specifically to extract process data. Again, each respondent was assured of anonymity.

II. The Product Level

Much of the product-level data were collected during the course of the interviews above. The remainder of the product-relevant information was gathered through observation, exploration of Renewal relevant documents, special interviews with people directly involved in projects who may not have been members of the Renewal committee and special product-relevent questionnaires.

Feedback of the Assessment Findings

In a real sense the Assessment was a formative evaluation. The results from each school were fed back to each school by the Renewal consultant. The feedback was treated as a corrective intervention.

In addition, the aggregate results of the twelve schools were fed back to the Renewal Consultant Team and the Renewal Policy Team (the Model Team). The Renewal consultants, who are responsible for ongoing operations of the Program, received all of the reports from the twelve schools, totaling over five hundred pages. The Policy Team received an Assessment Summary of major findings, totaling 30 pages.

Limitations of the Assessment Methodology

The major limitation of the methodology was a lack of rigor in the quantitative area. Quantitative summaries across all schools examined by the questionnaire were not compiled. Pre-post evaluations of the products were not conducted. Pre-post data on the Renewal schools themselves in quantitative areas such as reading scores, were not collected to assess what measurable impact Renewal had. Finally, only school people most directly involved in Renewal were selected as respondents.

There are several reasons for these limitations. First, on a limited budget a team of six Assessment consultants and one Assessment director had to assess a vast program in a relatively short period of time (9 months). Choices had to be made as to when to utilize their resources. The choice was made around maximum utility to those in the Renewal Program concerned with developing the Model and to those within the schools involved in Renewal.

The Assessment consultants formed their pictures of the effectiveness of Renewal based on attitudes of those people in the schools who were most directly involved as well as evidence of tangible outputs.

Second, the Renewal Consultant Team was eager to receive feedback through an objective third party about its work in the schools to help strengthen the Renewal Model. The perceptions of the participants in the schools would be the most important immediate indicator of the Renewal Program's successes and failures. If the Renewal Program was not working well we hypothesized we would not find either viable Renewal committees or viable products/outputs. In fact, as we shall see, both were found in abundance.

Third, quantitative summaries of questionnaire data across schools were not compiled because we felt that the variables in the schools were too different to lump together. The questionnaire assessed perceptions of Renewal; but from school to school respondents were perceiving different things, since Renewal had a different form, with different actors.

Fourth, pre-post evaluation of products were conducted only in isolated instances and in those cases where the impetus came from the school people themselves. The Assessment consultants did not have the time to carefully conduct pre-post evaluations for the myriad of products they encountered, especially since this kind of data is very difficult to find or collect in urban schools.

Finally, pre-post data on the Renewal schools themselves, in broad school wide quantitative areas such as reading scores, were not collected to assess what measurable impact Renewal had. This was due to lack of time and the inability to control a vast

variety of other interviewing variables. In addition, in order to be consistent with the goals and philosophy of the Renewal process, the Assessment design aimed to collect data only in those areas prescribed as objectives by the Renewal committees, themselves, rather than in areas determined by external standards.

While these limitations are real, nonetheless, we believe that the overall picture of Renewal, as drawn from the perceptions of Renewal participants in each school is also real.

We have used three major checks on validity. First, the data were collected by objective researchers, external to the Renewal Program and with no vested interest in the success of Renewal.

Second, the Assessment consultants formed pictures of each school based on an aggregate of different points of view, including that of the Renewal participants, the principals and the Renewal consultants. The Assessment consultants, in other words, worked as might journalists, creating a story from multiple sources.

Third, the individual school data were fed back to each individual school and the aggregate data were fed back to the Consultant Team and the Model Team. With very few exceptions the perceptions of the Assessment consultants were corroborated. The resultant dialogue between Renewal participants and Assessment consultants helped create a fuller picture of the Assessment of Renewal. The findings, below, represent the fullest picture we currently have.

FINDINGS

I. Process Findings

General

Let us start with an area that is, in many ways, among the most basic. Participants in the Assessment were asked on two occasions (once in the questionnaire and once in an interview) to define Renewal as it existed in their school. The question is important because it allows us to see if the basic ideas of Renewal are being adequately transmitted to the key people who participate in the process.

For some, Renewal is seen as the intended process for creative change; for others, Renewal is little more than a source for the needed funding; and for the third group, Renewal means only the specific projects that are of personal interest.

It is interesting to note that while there is such diversity in the definitions of Renewal that we received, there is substantial uniformity in the beliefs held about the goals of Renewal in the schools. When asked to select from among fifteen possible goals for Renewal activity in the schools respondents indicated with substantial agreement that:

generating teacher creativity,

involving students,

bringing in outside resources,

involving teachers in planning,
and making communication more open,

were the basic goals of the Renewal process. The diverse definitions discussed above and these uniformly perceived goals create a somewhat unusual situation: People in the schools seem unable to articulate just what Renewal is but they seem to understand rather well where it is heading.

The Assessment team sought the reasons that individuals participate in Renewal activity. Some gave reasons directly related to the good of the school such as:

"improvements in school image"
"improve general atmosphere"
"keep the school vital"
"improve the education"

Others who responded offered motivations which related more to personal influence or impact such as:

"it gives teachers...a say in school policy"
"to be involved in decision making"
"belief in shared leadership"

A third category of motivation was represented by this comment:

"to make sure that they, or their department,
get a piece of the money"

Of course, in any situation as complex as that of Renewal in a school there are likely to be costs or disadvantages for those who participate. When respondents were asked about these they most frequently mentioned the excessive expenditure of time. The implication here was that their other important responsibilities suffered. This was a problem that was very widely discussed in every school that was assessed. (It is interesting to note that while expenditure of time was presented as a very significant problem for those participating in Renewal, the Assessment consultants found that in eleven of twelve schools participating in the Assessment people gave rather freely to support the progress of the Assessment. It is possible that their behavior is a better indication of their true feelings than are their responses to our questionnaire item.)

The next most frequent cost of participation in Renewal activity that was mentioned was related to disappointment over project termination. Such termination was usually caused by budget cuts. It must be remembered that the first eight schools to undertake Renewal were given substantial additional resources, 3.4 extra teacher lines and ten to twenty thousand dollars for research and development. While Renewal has continued in each of these original schools, over the last three years it has had to do so without the benefit of these additional resources because of City-wide budget cuts.

Closely related to the budget issue is that which we have called "relative deprivation." We saw many comments like these:

> "now they are asking us to do something for nothing and I think that's grossly unfair"

> "it feels like they (Renewal) have pulled the rug out from under us"

Clearly, there was some anger conveyed in these statements. We believe that they are best understood as indicating the pain we all experience on losing something that we have come to depend upon. Those people who are now about to embark on the Renewal process without external funding are likely to find it easier than did those who had the funds, learned to use them productively, and then suffered their loss.

Another category of costs or concern about participation in Renewal revealed itself in these comments:

> "people rebelled against being excluded"
> it "intensified division within the school"
> "I barely speak to anyone outside Renewal"

> "we didn't get as much cooperation from the (rest of) the faculty as we would have liked"

Clearly, in most of these schools there is a boundary defined by participation in Renewal activity. Another questionnaire item

responded to this issue by asking respondents if they believed that more people in the school should be involved in Renewal activity. In every school assessed, the strong belief was that many more people should become involved.

We saw then that while there was no one widely-held definition of Renewal in these schools, those definitions that we did find fit into three broad categories: Renewal as OD process, Renewal as funding source, and Renewal as specific school change. Common goals for the endeavor were widely held and their were certain widely-held perceptions of the advantages and disadvantages of participation in Renewal activity.

Specific process findings of effective Renewal practices; what works

The major outcome of the feedback of the Assessment data to the Renewal Consultant Team and the Renewal Policy Team is an analysis of the most effective Renewal practices. What follows is a composite picture taken from the various Renewal schools of the elements of the Renewal Model in terms of how they have been most effectively carried out. The analysis includes a description of how limitations and weaknesses have been overcome. The elements of the Renewal Model are presented in three categories: the roles required for carrying out the Model; the various sub-systems in the school in which Renewal may be carried out; and the seven problem-solving steps of the Model.

Roles Central to the Renewal Model

The central roles for carrying out Renewal are the following: the principal, the coordinator, the committee members, the consultant and the corporate representative. While the individual effectiveness of each role is essential to the success of Renewal, in those cases where Renewal has been the most successful the roles of principal and coordinator together have been carried out uniquely well, including coordination and cooperation between the two roles.

The Principal's Role in Renewal

As the Assessment revealed, and the consultant's experiences corroborate, often the principal contributes to difficulties with Renewal, particularly in the implementation stage. A review of the individual assessment reports reveals that principals in several of the schools were seen by Renewal participants as having taken a rather negative role. These comments express the problem:

> "at times he's doing a whole lot; at other times he doesn't give a damn."
>
> "failure to motivate those on the Cabinet designated to carry out the plans."
>
> "there was no discussion, the principal wanted it (Renewal),"

Unfortunately, we find only a few comments from the Assessment interviews themselves that are supportive of the principal's chosen role in Renewal:

"she's been helpful; given support to it; hasn't tried to dominate it."

"I think she's been a strong motivating force."

Interestingly, respondents told the Assessment consultants almost unanimously that they did not believe that "Renewal was a 'rubber stamp' for the principal." Typically, the problem is that the principal is seen as failing to provide sufficient support to insure the implementation of Renewal projects and plans. Generally, the views held by the teachers and administrators about the principal's role in Renewal are well represented by this comment made by a teacher:

"it's o.k. if you are interested in what he's interested in."

There are practices by certain principals which have been effective, however. On the attitudinal level effective Renewal principals have conveyed to the Renewal committee members that they are valued professionals who are carrying out a function which is important to the school. When the committee faltered the principals attempted to bolster its morale with enthusiastic support.

These positive attitudes translated into certain definable behaviors. First, the principal made time and sought out Renewal people to keep informed of progress. If the principal did not initiate contact then at least the principal was available. The effective Renewal principal met with the Renewal coordinator every week or two and with the Renewal committee and Renewal consultant, each, at least once a month.

Next, these principals facilitated and initiated communications of Renewal activities to the Faculty through announcements by the coordinator at faculty conferences and by turning over various faculty conferences to the Renewal committee for Renewal business, such as diagnosing problems in the school.

The next area of principal support is the realm of providing resources to Renewal. The supportive Renewal principal has provided a small piece of the school's budget to Renewal in the form of teacher time released from period(s) of classroom duties so that the teachers with the newly allocated time may work on Renewal activities. This is particularly important during the present period of history in NYC since the educational budget has been repeatedly cut and teachers are called upon to work more and harder than ever. The teacher union has reacted to the increased demands by informally opposing teacher voluntarism. In this ethos of anti-voluntarism, grants of time from the principal (or the superintendent) are welcomed by the Renewal committee, and bolster morale beyond the immediate benefits of a few teachers having more time. The grants have become symbols of support for the Renewal process.

The final and most important area which effective Renewal principals have carried out is facilitating implementation of Renewal plans. The principals provided guidance in the development of feasible plans, approved plans and assured their implementation. Assuring implementation is no easy task in the complex bureaucratically

political world of the large high school. These principals assisted in gaining commitment from key individuals who had to implement the new plans. This required skill in drawing them into the planning and decision-making, if they were not originally members of the Renewal committee. The latter situation is often the case when the Renewal committee plans improvements in administrative areas, such as security and programming.

Although gaining commitment from implementors is difficult and necessary, the effective principals felt that this was not sufficient and assured accountability through follow-up. Too often most principals approved a new plan, ostensibly lined up those who would implement it and never checked a few months later when the plan remained unimplemented. Assuring accountability is essenial for the ongoing success of the Renewal process. Only if the Renewal committee completes implementation of its plans can it effectively move on to the next cycle of planning and implementation.

The Renewal Coordinator

The effective Renewal coordinators maintained an effective Renewal process even in the face of some lack of support by the principals, although it was difficult. Developing support from the principal was a key consultant skill, in fact. This skill falls under the general heading of political skills. The coordinators, in order

to be effective politically, communicated and negotiated diplomatically with individuals in power positions, i.e., administrators.

The political skills were facilitated by skills in developing relationships. The effective coordinators uniformly knew many people in the school and were liked and respected by many of them. This required an ability to relate to people with different perspectives and needs. Teachers in different disciplines represent different sub-cultures, as do teachers, administrators, students and parents. The effective coordinator related well to members of all sub-cultures. In this sense the effective coordinator was an integrator, that is, one who coordinates tasks among people of differing points of view, as Lawrence and Lorsch have defined the role in highly differentiated business settings where a high degree of coordination is required.[10]

Relationships are necessary to the coordinator, but not sufficient for the effective carrying out of Renewal. The effective coordinators also were managers and without line authority. The managerial function was essential since the Renewal process and products must be managed and coordinated. Coordinators who are not effective managers preside over projects with poor results.

---

10 Lawrence & Lorsch, Harvard Business Review, "The Integrator," 1973.

For example, the effective coordinators managed the administration of diagnostic questionnaires to the faculty, presentations of plans to the Cabinet (administrative team) and assured that task force leaders in project areas met regularly with their committees to develop their plans. The coordinator also played a central role in the implementation process through on-going negotiations, if necessary, with the principal and key implementers.

Another necessary skill area for the coordinator was consultation on the Renewal process. The effective coordinators knew the Renewal process in contrast to the Assessment finding that most Renewal participants did not. The coordinators learned from the consultant how to run a meeting and how to run the Renewal process over the months through the training of others in the school. The limitation which the Assessment discovered is that the coordinator, unfortunately, can probably not be accepted as a process consultant to the administrators, since the coordinator usually is a teacher. The latter role must be carried out by the consultant.

The execution of these various tasks by the coordinator required time. The coordinator, in order to be effective, had time released from some classroom responsibilities. With the available time the effective coordinator met weekly with members of the Renewal committee and with individuals who had responsibility for implementing Renewal projects. In addition, the coordinators met at least once a month with the principal and the administrative team and the faculty. A

supplementary activity which the effective coordinator employed to facilitate communications about Renewal was the publication of a monthly newsletter.

The combination of political, managerial and consultative skills as employed by the effective coordinators were essential to successful Renewal processes. The coordinator was the hub of the Renewal wheel in the school. There was no case where Renewal had been effective without an effective coordinator.

The Renewal Committee*

Effective Renewal committees,[11] whether comprising staff or students shared certain characteristics. Most importantly, they had effective coordinators at the helm. Next, they included at least certain other influential individuals in the school. These influentials may have had either formal or informal influence in the school. The influence of the committee members is related to their credibility. The results of their collective influence was enhanced credibility for the committee in the school. However, the credibility of the individuals was not sufficient to sustain Renewal. The Renewal committees established their own credibility as groups through their accomplishments.

---

11 This discussion pertains only to two of the four subsystems discussed below: staff and students. The other two, the administrative team and the departments are small enough units that, as entireties, they comprise a Renewal committee. This discussion speaks to Renewal committees which are representative of larger subsystems.

*The term "Renewal Committee" is synonymous with the term "core group" (as used above in the discussion of the Model).

In order for Renewal committees to have achieved their objectives they developed themselves as teams. First, they were a reasonable size. In terms of group dynamics the optimal size of the group is between eight and fifteen members to carry out committee work. Next, the Renewal teams met regularly, at least once a week for one to two hours. The coordinator and the consultant helped the groups develop themselves as a team further by carefully developing consensus decision-making in the groups, assuring that members had ownership of tasks and decisions and by guiding them through the Renewal process of planning and problem-solving.

The effective committee also had mechanisms for managing internal conflict, as well as conflict between itself as an entity and outside groups or individuals. Conflict of both varieties is inevitable in the Renewal process since Renewal means change and change means resistance. Weaker committees were hurt by the conflict. Committees that effectively managed their conflict emerged even stronger than before.

The Assessment found that on the average Renewal committees had twelve members and that the committees were not well known throughout the school. The most effective Renewal committees were not much bigger but through a record of accomplishments and good management were able to involve up to one third of the faculty (30-40 people) in planning task forces and the entire faculty in diagnostic activities, such as brainstorming meetings and filling out surveys.

The ultimate criterion of the success of the Renewal committee is its longevity and institutionalization in the regular life of the school. In organizational terms it becomes a permanent new structure. Since it is made up of individuals from diverse sectors of the school it is a matrix structure.[12] Lawrence and Davis point out that in today's organizational world of increasingly complex environmental demands the matrix structure is a necessary organizational response. Traditional structures are not capable of responding quickly or effectively enough to the needs for organizational corrective measures and innovations. The Renewal committee has been a successful matrix innovation in a traditional and static bureaucracy, the large, urban high school.

The Renewal Consultant

The Renewal consultant is an organization development consultant skilled in OD processes such as team building, survey feedback, management development, group process, problem-solving, planning, and process consultation; and in political processes such as, negotiations, mediations and conflict management. His or her goal is to institutionalize Renewal in a school. Happily, the Assessment found that when respondents were asked to rate their school's Renewal consultant on a wide variety of dimensions, they offered little but praise. The consultant's activity was seen as most helpful.

---

12 Lawrence and Davis, Matrix Organization. Addison Wesley 1977.

To be effective required that the consultants have frequent contact with Renewal people in the schools. When they performed best they met regularly with the Renewal coordinator, the principal and the Renewal committee and developed open relationships with each.

The meetings with the coordinator focuses on what behaviors the coordinator could employ with the committee and with individuals and groups in the school at large in furthering the Renewal process. The consultant trained the coordinators by jointly planning activities, observing their execution and later giving feedback to the coordinator on the degree of effectiveness of their execution. Through this process the coordinators have learned to run meetings, manage the Renewal problem-solving process and negotiate political obstacles.

In addition to meetings with the coordinators the consultants were found to be most effective by also meeting regularly with the principals. As an outsider to the school and a representative of the Economic Development Council, which is seen by school people as a prestigious, non-profit business organization, the consultants often attained a collegial relationship with the principal, at least with regard to Renewal activities. The meetings with the principals served several purposes.

The most immediate purpose served was simply that the meeting between the consultant and the principal drew the attention of the principal to Renewal activities, if it was not already there,

and in so doing the consultant often gave the principal advice on how he or she could be even more supportive of Renewal. These meetings occasionally would be of a more important nature when the consultant would serve as a mediator between the principal and the Renewal committee if problems had arisen between them. For example, feelings became raw when the committee felt that the principal had not implemented their agreed upon plans well. The consultant was in a better position to give the principal honest feedback with regard to Renewal than anyone in the school since the consultant was not bound in a subordinate role to the principal.

In addition to meeting with the principal over school-wide Renewal activities, the consultants in approximately two-thirds of the schools worked with the principals on Cabinet Renewal (see below). Some consultants provided management development seminars on select topics and others worked directly with administrative teams over-time helping the group to improve its overall management functioning.

Except for the area of management training of the administrative team, the consultants systematically involved the coordinators in the dialogues with the principals. In a few cases the consultants were able to significantly decrease the frequency of their meetings with coordinators and principals alike as the coordinators in question became more effective and were able to develop effective relationships with principals on their own.

The transfer of responsibility to the coordinator has been the vehicle by which the consultants have helped the school institutionalize the process of Renewal. In so doing, the consultants were considered by the Assessment consultants to be more directive than many OD consultants in that the consultants delivered a comprehensive, yet flexible model. Although the consultants were directive as to how the model could effectively be carried out, they were not directive at all on the content of the planning. The Renewal committees selected their own priorities and developed their own solutions. The consultants only facilitated the process of several meetings and the process of planning and implementation over the months.

The facilitator/outsider role of the consultant included being able to manage the politics of change in the school organization. This often involved negotiations with key individuals and planning with the coordinator, committee and principal on how to develop support for Renewal projects. It was not uncommon for conflict to develop within the committee or between the committee and other groups in the school. When the conflict was internal to the committee the effective consultant helped the committee to manage the conflict by openness and confrontation and when the conflict was between the committee and other groups, through negotiation and occasionally through power.

The consultant also helped institutionalize Renewal by providing special training seminars on various aspects of the process of Renewal both on-site and off-site. The evaluations by participants of training activities over the years have been uniformly positive and have attracted hundreds of teachers and students (above, see Training under Model). The training activities are the most explicit manifestations of the educational role which the consultant has played, but many interventions, even when directly guiding an aspect of the process, were observed as having a training component either with the coordinator, the principal, or the committee, through feedback discussions.

In several cases the consultants have succeeded in playing the educational role sufficiently well to be able to withdraw from the schools to an on-call, maintenance relationship after two or three years when the process has become institutionalized. This requires being able to disengage from the inevitable dependency which people in the school may have on him or her. In those cases where the consultant did not manage the disengagement well the Renewal process faltered. For the most part, disengagement was handled well, when it did happen. We must note, though, that in every school we were told that the consultants were not available frequently enough. The consultants had truly become scarce resources for the Renewal schools and, in fact, had to manage the problem of dependency.

From the point of view of the consultants, the major problems they have faced have come while functioning under stress. Those cases where consultants have had difficulties with clients can be traced to defensive behavior on the consultant's behalf. The Assessment described one such case among the twelve schools. Argyris, in his book, Intervention Theory, amply describes the dynamics of defensive consulting (1970).[13] The self-corrective process for this difficulty is the consultant meeting. The Renewal consultants meet on a weekly basis and share problems and receive support from their colleagues on how to best work through the problems. The consultant in question discussed his problem with his colleagues and subsequently was able to constructively confront the relationship and continue working effectively with the client.

The Assessment also revealed that although the Consultant Team had originally thought that the consultants could completely withdraw from a school after the process had been institutionalized and the coordinator had taken over the role of the consultant, this was found not to be so. One reason the coordinator may never be able to take over the role of the consultant is due to role limitations as a teacher in consulting directly to administrators. Another reason is that Renewal proves not to be a stable process. With teacher turnovers and changing circumstances around the school, e.g.,budget cuts, the ongoing relationship with the consultant is a necessary support.

---

13 Argyris, Chris, Intervention Theory & Method, Addison-Wesley, 1970. 1970

In this sense the Renewal consultant significantly differs from the external OD consultant and becomes closer to the internal OD consultant. The external OD consultant eventually leaves the client setting. The internal consultant does not. In Renewal, since the consultant represents an institutional relationship between business and education, the consultant has a permanent base for the open-ended relationship with the school. The Renewal Program has become an institutionalized support service to the schools in a unique sense. Unlike any other support service in the school system, which is completely on tax levy funds, Renewal maintains autonomy through receiving a significant part of its budget from the business community and the other part from the Board of Education. The result of the relationship between business and education is a Renewal consultant role of considerable flexibility. The consultant is internal to the school system, but not controlled by it, and is external to the individual school but not divorced from it.

The Corporate Representative

In several Renewal schools the Renewal project has been significantly assisted by the services of a representative from a corporation. The "corporate rep" in these cases has been able to provide small amounts of resources for the school in support of Renewal projects. Grants of money up to $500 have been made available by the corporation to support activities such as training weekends or the purchase of audio-visual equipment. In addition, the corporate rep has been able to provide materials to the school, such as

furniture for a new student lounge. Finally, the corporate rep has worked on special programs such as helping deliver career guidance services.

The corporate reps are volunteer executives who work for corporations which are members of the Economic Development Council. In their role as resource linker from the school to the corporation, the corporate rep develops relationships with the principal and coordinator and Renewal committee. The relationship is important. It permits the corporate rep to share his business perspective with the school people as they plan their school improvements. The presence of the corporate rep combined with his or her real contributions result in a boost to morale for the school. The corporate rep presence has helped counter-act the sense of isolation that many school people feel.

Sub-Systems in the School in which Renewal may be Carried Out *

One of the strengths of the Renewal Model is its flexibility in being adaptable to different sub-systems in the school. When Renewal enters a school it may be used in any sub-systems. Over time, the goal is to use the Model in as many sub-systems as possible.

The term Sub-system is used for a particular reason. Organization Development theory holds that an organization is a dynamic system, analogous to a biological system or organism, comprising a variety of sub-systems. Like the biological organism, the organizational

*The term "subsystem" is used synonymously with the term "levels in the school" (see discussion of the Model, above).

system must regulate itself so that it does not die. Without self-regulatory mechanisms the organization tends to disintegrate (Argyris, 1970).[14] Each sub-system of the biological organism has self-regulatory mechanisms, e.g. the lungs breath faster during exercise to deliver more oxygen to the muscles. That is, the sub-systems interact; the respiratory system serves the musculatory system, especially during exercise.

Similarly, the organizational sub-systems require self-regulatory mechanisms to better respond to environmental demands and better serve one another. Renewal is such a self-regulatory mechanism. In the school organization four sub-systems have been identified as appropriately in need of and viable for enhanced self-regulation. The Assessment revealed that Renewal has been used effectively in each.

First, the school-wide Renewal committee represents the sub-system of all staff. Regardless of staff role in the school, whether it be teacher, administrator, guidance counselor, secretary, security guard or custodian, the school-wide Renewal committee has been a newly created structure which represents all staff roles and may be considered a sub-system in its own right.

---

14 Argyris, Chris, Intervention Theory & Method, Addison-Wesley, 1970.

Second, the administrative team (Cabinet) comprises the sub-system of all administrators in the school, usually the principal, assistant principals and chairmen of departments (also called assistant principals).

Third, the student Renewal committee has represented the sub-system of all students and may also be considered a sub-system in its own right.

Fourth, each department comprises a sub-system of teachers, plus a chairman, grouped according to academic discipline.

The ideal Renewal school, not yet achieved in practice, would be carrying out Renewal in all sub-systems. Some of the more effective Renewal schools have achieved the development of Renewal processes in three of the four sub-systems.

School-Wide Renewal

Effective school-wide Renewal committees have manifested certain special characteristics, many of which were discussed above under the role of the Renewal committee. They have had effective coordinators, an optimal size of 8-15 members, weekly meetings, and they have followed the Renewal planning sequence including managing implementation of their plans.

An important strength of the school-wide Renewal committee has been the broad constituencies which they often represent. As a consequence, these committees have planned and implemented projects in

broad areas which affect every facet of the school's functioning: curricula, administrative procedures, student activities and reorganization for mini-school and learning centers.

Several problems which the school-wide committees faced were also touched on above. The effective committees have succeeded in overcoming these problems. Time constraints have been overcome through the motivation of committee members and their willingness to volunteer considerable extra time after school or during their lunch periods. Differences in perspective that people from different sub-systems bring to the committee have been managed by developing openness and team spirit. And finally, relating to the administration to sustain implementation of its plans has been accomplished through dogged perseverance and diplomacy.

Cabinet Renewal (the Administrative Team)

One kind of effective Renewal activity which several Cabinets have participated in is team building (management development) whereby the Cabinet examined its own functioning, possibly through survey feedback, and planned and implemented improvements. The result has been more effective administrative procedures, improved decision-making and more open communications. This apprcach has been most effective when the principal was committed to improving the functioning of the Cabinet and was open to feedback.

Another kind of effective Renewal activity with Cabinets has been a Renewal planning cycle whereby the Cabinet has planned and implemented an administrative improvement, without necessarily examining

its own functioning. This approach has been most effective when the principal was committed to the process and had reasonably effective relationships with the Cabinet members.

Both kinds of Cabinet renewal were facilitated by the Renewal consultant who helped the group carry out the process and occasionally presented management theory on select topics, such as accountability, decision-making, communications, etc. The combination of theory and practice has resulted in contributions in the area of administrative improvements which in turn have facilitated a climate conducive to learning and teaching in the school.

The Assessment did not examine Cabinet renewal in detail although research is currently underway which will hopefully contribute to our fuller understanding of how to effectively carry out this essential Renewal activity.

Student Renewal

Students involved in Renewal have generally been more motivated and have worked faster than their adult counterparts. For one thing, they are imbued with adolescent optimism and energy. For another, they are not the direct targets of the recent NYC budget cuts which have resulted in staff layoffs and flagging staff morale. Finally, they have been organized in ways in which they meet more frequently than do staff committees.

Classes for Renewal have been convened by teacher coordinator/ facilitators. The more effective student Renewal committees have been self-selected, screened by the coordinator and emerge as potential leaders. The Renewal committee has given them a vehicle to express their desires to improve their school.

For example, one student Renewal committee succeeded in developing a project of student evaluations of courses with 80% of the staff volunteering to participate (see above, Prototype Case 3). Another group of students created an orientation program in which they presented their high school in song and skit to junior high school students who were considering which high school to select.

These results had a wide impact but were carried out primarily by small groups of students (10-15). In general, the larger body of students has only been involved in Renewal diagnostic activities either in brainstorming meetings or by filling our surveys. Although size has been a limitation of student Renewal, the small group of students can affect the larger school community positively and dramatically. The example of the 80% volunteer rate of the faculty for the course evaluations was particularly significant since several staff members in the school, including the principal, felt that the student Renewal group was the most effective motivating force of the staff that the school had seen in recent years.

Department Renewal

The NYC high school is organized into several academic departments, each one headed by a chairman (assistant principal of supervision). Each department is responsible for developing and delivering the curricula for that department. In theory, Renewal in a department follows the Renewal process with the entire department functioning as the committee. In fact, this has been difficult to accomplish, except for a few isolated cases.

There are several reasons why department Renewal is difficult. For one, the department meets infrequently (once per month) as a body and teachers, in general, find department meetings unproductive. They report that they would not want to meet more frequently, even for Renewal purposes. Another is that department chairmen, in general, are reluctant to utilize Renewal in their departments. Either they feel overworked and see it as another burden or they feel uneasy with the necessary participation of their staffs which Renewal presupposes. Finally, the Renewal consultants have not considered department Renewal a priority, compared with the other three types. This is a function of the time limitations of the consultant. Each time a consultant develops Renewal with another sub-system in a school he or she has created another client group. Considering the multiplicity of departments in one school, the number of potential client groups for the consultant is staggering. Nevertheless, over the past year, more attention has been paid to department Renewal and it is now being undertaken in a total of four or five departments in four schools (one per school).

The Seven Step Problem-Solving Process of Renewal

The feedback of the Assessment results to the Consultant Team resulted in a reappraisal of the seven-step Renewal Model in terms of several questions. Which steps are most critical to the success of Renewal? Which steps are most difficult to carry out? Which steps are less essential? These questions are important in understanding how the most effective Renewal schools have used the Model.

The seven steps of the Model include entry, diagnosis, planning, research and development, implementation, evaluation and institutionalization. The details of how each step is carried out are presented above, under the Model. The two steps most critical to the success of Renewal, as found by the Assessment and heartily agreed to by the consultants, are entry and implementation.

The goal of entry has been to have Renewal functioning effectively in at least one sub-system. In those schools where entry was carried out well this was achieved within one-two months of the first visit by the consultant to the school. After this period several key elements of entry were realized.

1. A sub-system for starting Renewal was identified by the principal (and other key personnel he or she may have involved in the decision).

2. The sub-system group agreed to carry out Renewal for at least one planning cycle; if the subsystem in question was the Cabinet or a department. If the subsystem identified was the school-wide staff or the students then the first step was the organization of

a volunteer committee.

3. The principal and the newly convened Renewal committee were oriented by the consultant in the seven-step Renewal process and began to design the details of each step to suit their school.

4. A clear decision-making relationship was established between the committee and the principal, usually an advisory relationship based on consensus within the committee.

5. An effective coordinator was selected, either by the principal, the committee or a combination of the two.

In those schools where any of these elements were not effectively accomplished by the Renewal process lost support by the principal, and enthusiasm by the committe, and generally had a poor record of accomplishments. The primary reasons for these later difficulties were that the commitment of the Renewal committee was not high to begin with--they may have felt coerced by the principal--or the committee felt it had more power than the principal felt it had.

Equally critical to the success of Renewal, but also the most difficult step, has been implementation. When Renewal has not implemented significant projects it has not been able to justify its existence. The difficulty with implementation has been discussed, particularly in connection with the role of the principal

(see Roles, above; and Limitations, below). But the difficulties go beyond the lack of support by principals. Implementation has been difficult because it involves coordinating a variety of people, carrying out a lot of work and developing commitment among all the key implementers. These tasks require skill and energy by the coordinator and the committee.

The most difficult hurdle of all has been caused by the lack of involvement in planning by the implementers and a concommitant lack of commitment by them. Either the committee did not appropriately involve the implementers, or the implementers, particularly in planning concerning administrative areas, did not involve themselves in the planning. Even though they have not participated in the planning, the administrative team, including the principal, often has approved sensible plans but than has not implemented them due to lack of commitment and lack of appropriate accountability systems. The principal has been the key person in overcoming these difficulties. Some principals have persuaded the implementers to carry out their new responsibilities and have followed through with appropriate accountability mechanisms. This is one area where the Renewal precept of participation has been violated for the sake of results.

While implementation has been the most difficult step and is critical to the success of Renewal, it has not existed in a void. All of the other steps have combined to facilitate effective im-

plementation. Entry has contributed to implementation by resulting in initial commitment and understanding of the Renewal process. Diagnosis, the next step, has contributed by resulting in problem definition, the setting of priorities and involvement of large numbers of people. Planning, the third step, has contributed by resulting in realistic plans in priority areas with the involvement of key implementers, if possible. These three steps have been essential to building effective implementation.

The fourth step of Renewal, Research and Development, while important, has often not been carried out and without serious detriment. R and D can result in an analysis of effective practices in other schools which may be transplanted to the Renewal school.

The step following implementation, evaluation, has been important as an accountability step. The progress of implementation has been monitored during evaluation. However, the Assessment found that too often the Renewal committee and the principal do not effectively carry out evaluation, which has weakened implementation. The rare occurrence of effective evaluation usually has not been rigorous, but rather has comprised periodic subjective reviews of progress. Even this "soft" kind of evaluation has not been carried out often, usually because the committee and the principal have been focusing on some other step of Renewal and have considered evaluation a lower priority.

The final step of Renewal is institutionalization, the ultimate goal of the Renewal process. Of the twelve schools in the sample for the Assessment only three had institutionalized the Renewal process. Those three schools had all participated in the program for more than three years. Institutionalization was manifested by an effective recycling of entry and implementation, bolstered by all the other steps of the process. The fact that institutionalization of Renewal has occured in at least three sites, while other schools are moving toward implementation is extremely hopeful. It demonstrates that schools can build in self-regulating processes which function effectively over time. In these schools, committees have become permanent structures in the school, plans have been getting made and implemented on a regular basis and increasing numbers of people in the school have learned to employ Renewal processes.

II. Product Findings

What then are the changes in school life that are to be the products of Renewal activity? Are there any changes of real significance? The answer is yes, for in all of the Assessment schools that have participated in the Renewal process for any substantial period of time the list of Renewal projects is both extensive and impressive. On careful observation of these schools we can discover certain developmental patterns which seem to indicate the flow or growth of Renewal activities in a school.

If we look first to those things which happen in schools in which Renewal is relatively new we see that in each case there was some critical event which served to focus the change energy within the school. The notion of a critical event is important to the entry phase of Renewal and should not be confused with the idea of crisis. In fact, the critical event might not have been a crisis at all. Ideally, the critical event has been an issue, or topic, which concerned a sufficient number of people in the school that it seemed worthy of their continued attention and effort. One somewhat paradoxical element of the critical event from the perspective of the Renewal consultant is that an issue was sought which was of real significance yet, at the same time, had substantial likelihood for success as a focus of Renewal effort. The Renewal consultants know that an early failure could decrease the desire of members of the school community to actively participate in the task of Renewal.

Let us look at some of the critical events which frequently occurred. One very common area for very early Renewal activity was that of communications within the school community. Most frequently, we see that there has been the perception of poor communication between members of the faculty and members of the school's administration. Often, the Renewal consultants have been successful in this area by making "structural", or procedural, changes in the communication process. They might have, for example, suggested alterations in what had become the accepted manner for the operation of faculty meetings. Such procedural changes have been of great significance because they depended for their success upon things beyond the skills, or commitment, of any individual or group. Rather, they have had a power of their own to alter, and hopefully improve, the quality of communication within the school. The general area of improved communication was a critical event in many of the schools assessed.

Another common area for early Renewal activity has been in the realm of improved school security. These are inner city schools which frequently have significant security problems. In many of the schools that participated in the Assessment respondents said that due to the activities of the Renewal consultant together with concerned members of the school community, security had been dramatically improved; and these improvements were made without having to resort to a siege mentality within the school.

Often, at the entry phase, the Renewal consultant is sought as a catalyst for change in such administrative procedures as the programming of the students. In several schools respondents reported that new techniques which significantly improved the administration of this complex process were instituted shortly after the start of Renewal in the school and were seen as a major symbol of Renewal's early success.

One issue that is of concern to virtually every member of a high school community is that of orientation of the new students that arrive every year. In many schools, an exploration of possible orientation strategies was one of the first areas to be examined by Renewal. This last is an interesting example of a "critical event" that is typically something other than a crisis. The problem of orientation of new students is, in fact, something of a routine matter. Yet, in many schools it has seemed to be an ideal catalyzing issue. Perhaps this is because it has been a problem area which has been perceived as such by nearly everyone involved in the life of the school while not being an area in which individuals have been likely to be made uncomfortable by the prospect of change.

We see then that there are a variety of early activities which form that which we have called the critical event. This early activity has two major purposes. In the short term it serves to work toward the solution of some real school problem. The importance of these early successes cannot be ignored for they serve to support the

second, and more important, purpose. Through the activity of work on the critical event a group of concerned members of the school community coalesces. These are the people who ultimately will become the "core group" of those who really create Renewal in the schools. The Renewal process really does not constrain the methods by which this very important group should be formed. Generally, though, a representative group is sought. These people are to be representative in a psychological rather than the more traditional political sense. They are the people who others trust to represent them. It is possible, for example, that no student would be a member of this group, though the core group can be most successful when there are members of the group who are sufficiently well trusted by the students as to generate the feelings of representation and support.

Once the core group starts to function fully we once again see certain trends in the types of projects that are undertaken. While these are not strictly in order of chronology there is enough commonality to the development of Renewal in these schools to allow us to consider the process as growing in stages.

In schools that are relatively new to the Renewal process we usually have found work by the core group on a variety of highly specific problems. Sometimes, these problems have had school-wide implications, but more typically we have seen teachers and administrators working on issues that are most likely to affect their own work life. In

one school that was assessed, several in the core group felt strongly that there were significant communication problems between members of the faculty and members of the custodial staff. While we suppose that it could be argued that the Renewal process merely energized these teachers to work on a problem that they might well have solved without Renewal, we also believe that many of the principles of organizational work process taught by Renewal made it possible for the teachers to develop a much more productive working relationship with the custodial staff. The core group had learned from Renewal that poor working relationships could, in fact, be improved through creative effort.

In another school the communication problems were seen to be of a somewhat more general nature. There, a core group was formed (called the Renewal Committee) which included representatives of the various elements of the school community. The committee has been structured with faculty members, administrators, students and parents of children attending the school. Clearly, if such a group did little other than meeting to share their interests and concerns, communication would be likely to improve. This improvement in communication was further enhanced by the fact that this diverse group actually has run the Renewal activities in the school. Though they started as separate elements they have become and interdependent team.

In many of the schools, the next stage of Renewal development seems to support activities of a "special event" nature. We see tournaments, dances, cleanup campaigns, and other one-time school projects. These seem almost the ideal way to have allowed the newly formed Renewal process to try its wings. Typically, these were activities which, by their very nature, were likely to meet with very significant emotional support. This, frequently, was followed by the behavioral support that was needed to make Renewal work.

In virtually all Renewal schools attention has turned to curriculum issues after the Renewal process has seemed reasonably secure. The curriculum modifications have been incredibly varied and have impacted upon every aspect of school life. It has been here that we see the major impact of Renewal on the educational lives of the children who attend these schools. In the schools assessed there were substantive modifications in reading, mathematics, language, science, English, biology, chemistry, and other course. It may not be accurate to describe these merely as changes in the curriculum for, in addition to changing the material studied, the Assessment found that Renewal has had a productive impact upon the learning process. In many cases the notions of organizational process that were planted in the school by the Renewal consultant eventually find their way into the classroom and are experienced by the students.

Generally, as the Renewal process grows, we see a variety of interventions which might be characterized as changes in administrative

procedures. There have been changes in report cards and course evaluation forms in many schools. In others, there have been changes in the attendance procedures. There are many Renewal schools that have adopted new methods for programming. As in the case of the curriculum revisions that we discussed above, these were all changes of significance which were likely to be easily implemented for, as before, these are the sorts of activities which were seen by most people in the schools as appropriate.

In some schools there have been changes that are of a rather different order. These changes were much more significant to the overall thrust of Organization Development. They are the changes that actually altered some significant aspect of organizational structure or process. In one school, a position was created of project funding officer. This individual was to seek, and then oversee the distribution of funds that could be brought to the school through the efforts of Renewal. In another school there is now an individual who has responsibility for the authorship of proposals that seek funding for Renewal projects. In yet another school there is now an ombudsman who seeks to mediate the variety of conflicts that arise in any complex social system.

In addition to new curricula and new administrative procedures, Renewal was found to have created new learning centers and mini-schools. In several schools the ninth grade was targeted as appropriate for reorganization since ninth graders, in general, have lower attendance rates and more discipline problems than upper

grades. An evaluation conducted of one such mini-school for ninth graders revealed that attendance rates were 20% higher than in the rest of the ninth grade.

In summary, the list of Renewal products is too long to enumerate here. Some curricula changes, administrative reorganizations or new learning centers and mini-schools were created in every school assessed. The schools which had reached institutionalization had experienced successful changes in all three areas.

Limitations of Renewal (Organization Development) As a Viable Method of Change for Urban Secondary Schools

In examining the limitations of Renewal (OD) as a viable method of change for urban secondary schools, it is important first to understand the context in which we are working.

Background

In the 1974-75 school year each of the first eight Renewal schools had 3.5 positions to release a teacher full time to serve as Renewal Coordinator and to provide for teacher released time to develop projects. Each school also received $15,000 per year for project research and development (a combination of funding from the National Institute of Education and the N.Y.C. Board of Education). In those pre-budget (and staff) cut days it was not unusual to get fifty or sixty people to stay after school for a Renewal meeting. Today because of severe budget cuts caused by the City's near bankruptcy, the thirty Renewal schools receive .2 to .5 (1/5 to 1/2) of a teacher position from the Board of Education and $500 for research and development from the EDC.[9] Now, in most schools with a smaller staff bearing a heavier workload, few people are willing to stay for after school meetings, and in most cases it is extremely difficult to muster more than fifteen or twenty people for any Renewal activity.

---

[9] Allocations over the past two years to schools have varied from 0 to .5 of a teacher unit depending under which Superintendent's jurisdiction the school fell. A standard formula for granting each Renewal school .2 centrally from the High School Division has been proposed and is now being considered.

Six Limitations of Renewal (OD)

The research results and the experience of the authors as Renewal consultants indicate that there have been six (6) primary limitations in the use of Renewal (OD) as an approach to improving schools. The term "limitations" is intended to broadly mean factors which relate to or contribute to a reduction in the effectiveness of the Renewal process or the creation of Renewal projects.

1. Critics question the significance of the changes. The question arises as to the significance of the outputs of the process i.e. the products of Renewal. Particularly, do they directly affect students in a positive way? While this is difficult to measure due to a lack of systematic project wide longitudinal data, and the impact of so many other variables in and upon these complex institutions, the answer depends to a large extent on what one considers to be significant. Some critics of public education consider "significant" to mean fundamental restructuring of the schools or the delivery system of education. For them the answer to date is no. Others consider "significant" to mean measurable positive direct impact on large numbers of students. For them the answer is yes.

Over the thirty schools, the significance of change varies from very substantial to minor. However, both very great and minor are extremes. In most schools there are changes that do positively affect hundreds of students. The critics who argue in favor of restructuring the schools should know that Renewal schools tend to maintain their organizational structures with improvements interspered throughout. Most of the Renewal schools are not reorganized,

totally changed, or significantly different. There are improved pieces, better parts, additional programs, new procedures, but not fundamental restructuring of the school education delivery system as a totality.

It may be significant that Renewal participants who have helped identify the school's priorities for improvement have not chosen to call for fundamental restructuring. They have chosen instead to seek incremental change.

Part of the reason may be that the evidence is unclear that major restructuring will necessarily be beneficial to all students. School decentralization, for example, in New York City is not documented to have resulted in improved student learning. Another reason may be that Renewal participants have selected goals within their power to achieve, and have chosen not to engage in the political interventions at higher levels which would be necessary to bring about fundamental restructuring.

Still, there are three or four Renewal schools which have enjoyed widespread, significant improvement and without fundamental restructuring. But these schools, all of which were in the first group with resources available, have been the exception among Renewal schools. In these cases, all the key variables have come together, sustained strong support from the principal, an effective coordinator, active union support or no union resistance, an energetic core group, etc. With the right match of variables, widespread significant change has been possible, but the chances of finding or putting together this combination often in today's New York City High Schools

are minimal. It is our experience and belief that developing the right conditions for significant change is easier in better resourced, more stable, less problematic schools.

2. Renewal requires considerable voluntary time. Renewal is not a quick process. As can be seen by the case examples, often two to three years of sustained effort on the part of the Renewal consultant and by key people within a school are necessary for Renewal to take hold and flourish. It is often necessary to transfer from one level within the school to the next a number of times before Renewal can catch hold and sustain itself. The numbers of people who are willing to put in extra time year after year, especially during the past few years of budget cuts, are understandably small, relative to the total number of people in school. There are two most common reasons given for not volunteering for Renewal. The first is "the problems are so big now that Renewal can only be a band-aid approach". The second, from a handful, is "if we volunteer then we will help the school survive and the Board of Education will be victorious in running the schools with fewer teachers with extra work from those who remain. Let the school suffer until more teachers are hired again."

In view of these conditions and attitudes, we believe it is remarkable that each Renewal school does have a core of dedicated individuals working to improve their schools. These individuals would have a much larger impact in their schools if conditions were better and their colleagues not so "turned off" regarding the possibility of improving the school.

3. Renewal does not develop in a continuous and predictable fashion. Renewal is not a stable process which proceeds in a linear manner in the school. A charting of Renewal in any school over time shows setbacks, comebacks, and barren periods. Renewal sometimes bumps and grinds along with big pushes from the Renewal consultant. These take the form of helping school people remove human, physical and psychological road blocks which inevitably develop as Renewal proceeds.

4. Renewal is vulnerable to factors outside the school. The Renewal process is affected by many variables which impact on the schools. The schools are highly open systems and therefore prone to innumerable external constraints. Budget cuts, loss of key Renewal personnel, court orders, turn-over in principals, weather, history of schools, union relationships, Board and State requirements, attendance re-zoning, to name a few, have all significantly affected Renewal schools, rarely to their advantage. These constraints often have a major impact on the Renewal process in the school causing it to lose momentum or grind to a temporary halt. The effect of those variables and constraints which can be predicted can be somewhat controlled, but the endless array of negative external constraints have taken a considerable toll and will continue to do so in the future.

5. Renewal often treats symptoms before getting to causes. In the initial stages, Renewal uses a subjective approach to problem identification, soliciting perceived problems from those within the school community. In many cases, the problems identified by those within the school (such as security, wandering in the halls, lack

of discipline, poor morale) can be regarded as symptoms of underlying problems. This is understandable in that the symptoms are the bothersome, visible realities which cry for immediate amelioration. We have found that most schools need to work on this level before they can begin to attack causal problems, rather than ignore the symptom and go right to the cause. Over time, if symptoms can be controlled, people begin to differentiate causes from symptoms and begin to look for ways to approach causal problems.

6. Principals have difficulty in facilitating the implementation of the Renewal process and Renewal products. While Renewal principals are dedicated to their schools and have asked to enter the Renewal project because they see it as a viable approach to significant problem solving, the behavior of some leaves questions as to the strength of their committment to the Renewal process and/or their understanding of their role in Renewal. Enlisting the behavioral support of principals can be a difficult problem for Renewal. Some principals appear to feel locked in or role bound in their positions vis-a-vis many competing groups and, therefore, may find it difficult to behaviorally advocate a process for actively improving the school.

This is manifested most commonly in the difficulty some principals appear to have in general with implementation. The perceptions of a few observant teachers and administrators coincides with our own view: some school administrators, including principals, employ a system of accountability and supervision which is geared to compliance with legal requirements and the maintenance of the organization and its operations rather than to the management of change. In such situations, unless a principal develops an effective means of

school as it is either the principal or the Renewal Committee.

Appraising the Limitations of Renewal (OD) in a Broader Context. When appraising Renewal (OD) and its application in New York City's high schools, all of the above comments concerning the limitations of Renewal should, in fairness to the concept and to the individuals involved in the Renewal project, be assessed in a broader context, one aspect of which should take into consideration the many unique problems one faces in managing public institutions.

On this point, Gordon Chase of the Kennedy School of Government and School of Public Health at Harvard, in commenting (Op-Ed page, New York Times, March 14, 1978) on the differences in managing government and business organizations quotes the late political scientist Wallace Sayre's warning that "business and government administration are alike in all unimportant respects". He then goes on to note several significant differences encountered by managers in the two sectors and states that managing effectively and efficiently in the public sector is not only unlike managing in business, "it's harder." He concludes that there are many more constraints on the public sector manager than on the private sector manager, a view which is shared by J. Henry Smith, former Chairman of Equitable Life and Kenneth Axelson a senior Vice President of J.C. Penney, both of whom served in top executive positions in New York City government in the Beame administration.

This broader context should also include consideration of the question, how manageable are our public high schools? Recent research conducted by University of Utah professors reveals that across the nation, "high school principals in growing numbers are deciding that

the personal and financial rewards of their careers are far outweighed by the huge sacrifices of time and energy they must make". A survey of 1600 principals revealed that fully one-quarter say that they intend to quit, some to leave education entirely. The survey also revealed that the very best principals are quitting at an even higher rate. At the beginning of the survey researchers singled out sixty exceptional principals. A year later one-third of this special group had resigned. The authors of the report (Newsweek March 13, 1978) concluded that the new problems that "parents, school boards, and federal and state governments have placed on the principals' already weary shoulders are staggering", especially because principals find that they must carry these additional burdens largely by themselves because of inadequate staff.

Conclusions

These conclusions are based on the experience of the authors, the nine year history of this project, and recent research results.

1. Renewal (OD) is a Viable Method of Change for Urban Secondary Schools. Even under the most adverse environmental, economic and psychological conditions, Renewal has proven to be a successful method for school self-improvement and problem-solving. This is evidenced by the positive findings of the recent external evaluation, the rapid expansion of Renewal during a time of declining resources,[16] the Board of Education's continued financial support of the program during a period when almost all programs have been cut back, and the tremendous number of successful innovative programs and practices which have been developed as outputs of Renewal.[17] Renewal has been the organizing process by which creative and energetic talent has come together synergystically to solve school problems from within.

---

16 Renewal is only initiated in a school at the vountary request of the principal and the endorsement of the Superintendent. Despite the fact that Renewal for the past two years has brought virtually no additional monetary resources to the schools and, in fact, requires the principal to devote 1/5 of a teacher hour for a coordinator out of his/her own budget, Renewal has expanded so rapidly that there is currently a waiting list of schools wishing to join.

17 Among these outcomes are: numerous minischools and learning centers, career education centers and programs, new math, reading and English as a second language curriculums, all types of peer programs, new security systems, new administrative and teacher feedback systems, student lounges, new ninth grade orientation programs, an automated attendance information system, new teacher and student programming systems, team building for administrative teams, etc.

In addition, Renewal has not only expanded to other schools, but has expanded to other levels within the Renewal schools, and in its entire 9-year history, has only withdrawn from two schools when it became evident that no progress was possible at the time.

2. The Strength of Renewal is its Flexible, Resilient Model. What enables Renewal to succeed in the complex urban school systems in addition to the strong committment of large numbers of people is the Model. This provides a guide, a common reference point, and a sequence of steps for that critical mass of individuals who come together to carry out the process.

The ability of the Model to be used on any of the four levels, to move among them, and to be specifically designed to meet the very unique needs of each school, provides it with the flexibility it needs to be useful to these systems. While the Model is highly flexible, it is concrete enough to be taught and transferred to various levels within the school. We are currently experimenting with quantifying the Model as a means of providing a longitudinal picture of the Renewal process at a school as a basis for determining next steps in the process.

3. Political Skills Are Necessary to Implement the Model. Renewal is not simply the application of a behavioral science technique to a school system. It is a systematic process of problem-solving which takes into account the politically-aligned vested interest

groups in the school system (for example, the Entry step, the most crucial of all, is concerned with developing enough support for Renewal to proceed) and depends largely on the negotiating and conflict resolving abilities as well as analytical and managerial skills of key individuals for its success. OD has often been rightly criticized for its insensitivity and inability to enter into the very political nature of the systems in which it attempts to intervene.

4. Importance of the School-Business Collaboration. The history of Renewal clearly demonstrates the viability of school-business collaboration on two levels. On the macro or project level, EDC has worked closely with the N.Y.C. Board of Education and particularly the High School Division in initiating and maintaining Renewal. A great deal of thought, energy, manpower, and dollars has been invested through EDC and, more recently, the National Alliance of Businessmen in this program. It is fair to say that Renewal would not have reached its current status without this ongoing and close collaboration between the corporate sector and the Board of Education.

The strength of collaboration has also been demonstrated at the local school level, through the ongoing linkage of a corporation and a school through the services of a corporate representative.[18]

---

18 Among those companies which have Corporate Representatives with Renewal schools are: Metropolitan Life Insurance, Con Edison, New York Telephone, Manufacturers Hanover Trust, Citibank, Chase Manhattan Bank, Union Carbide, Equitable Life Insurance, Price Waterhouse, Phizer, Bankers Trust, Laundauec Associates, Woolworths, and the Interpublic Group of Companies.

This relationship has proven to be an important element in the success of Renewal and has been beneficial to both groups.

5. Renewal Takes Time. Renewal is not an overnight process. It often takes two to three years before Renewal can implant itself solidly in a school. While the first tangible outcomes are often produced within five or six months (the first cycle), this does not indicate that Renewal is alive and well in a school. The first year is often regarded as a credibility period during which enough support must be gained by short-term, small visible success to prepare readiness for the use of the process on more significant problems.

6. Renewal Can Be Institutionalized. Our experience in a number of schools seems to indicate that the Renewal process can be institutionalized as a regular ongoing function within the school which means minimal assistance is required by the external Renewal consultants. While we have not cut off the assistance of the external consultants completely from any of these schools, a number of them (3 as of this writing) are virtually operating by themselves with only occasional contact (phone calls, or monthly visit) from the consultants. The Model regards this as a maintenance basis, and this is in fact the operational definition of institutionalization. On the other hand, no school to date has been able to maintain an ongoing Renewal process simultaneously on all four levels, as would be the ideal.

7. Significant Restraints. Renewal in urban city high schools must contend with a number of significant restraints, including: questions as to significance of the change, lack of time, a non stable process, external constraints, treating symptoms rather than causes, and lack of active behavior support of key persons (principals). In many cases these are strong enough to prevent Renewal from attaining truly significant outcomes, and at the very least add a great deal of frustration and road blocks to the process. Without external consultants skilled in dealing with these restraints, and without tremendous energy and committment on the part of key individuals within the schools, these restraints are enough to kill Renewal.

Questions for Further Research

While this study indicates the potential of Renewal as an effective, practical methodology for change and improvement in urban High Schools, it raises a number of questions for further research.

How can the strength of Renewal be measured in a school? How can the readiness of a school be more effectively judged to maximize the use of consultant resources? How can people within the schools be trained more effectively, enabling them to behaviorally support the Renewal process? How do the political and organization development skills of the consultant interact and combine to permit effective consulting behavior? How can the behavioral support of principals be effectively developed by the Renewal process?

It is hoped that this paper has helped to make explicit various dimensions of OD's effectiveness for urban secondary schools. If the potential that we believe OD has for use as a pragmatic methodology for change in secondary schools is to be developed, more work must be done so that more can be learned. It is hoped that this paper will contribute to stimulating and challenging others to do such work so that the field may be further developed.

Appendix A

PRINCIPAL'S INTERVIEW

1. What does Renewal mean to you?
2. Why did you want Renewal?
3. How did you find out about Renewal?
4. What Renewal projects have been implemented?
5. How have they been implemented?
6. What effects has Renewal had on the students here? On the teachers? On the administrative staff?
7. Where do you see Renewal going?
8. Are there ways the consultant could be of greater help to you? What have been his strong points? Any weak points?
9. Would you recommend Renewal for other schools? Just high schools?

Appendix A

CABINET MEMBER'S INTERVIEW

1. If you were an outsider trying to understand Renewal, what would you do? Who would you see? What would you ask?
2. What does "Renewal" mean to you?
3. Why do you think there is such a thing as Renewal?
4. Are you familiar with the steps of Renewal?
5. Has Renewal resulted in any sorts of activities here? What have they been? Which projects have you been connected with?
6. What has your major function been in the Renewal Project?
7. How have Renewal projects been carried out?
8. What effects has Renewal had on the students here? On the teachers? On the administrative staff?
9. Are there Renewal projects you would like to see started? Do you think they will be started? If not, why not?
10. Where do you think Renewal is going? Do you know of any new projects coming up?
11. Would you recommend Renewal for other schools? Just high schools?
12. What is the role of the EDC Consultant?
13. Is there anyone besides the Cabinet Members that I should talk to in order to find out about Renewal?

Appendix B

INTRODUCTION

LEVEL I QUESTIONNAIRE

As many of you may know by now, the High School Renewal project has decided to conduct an assessment of its activities in twelve New York City High Schools. There are seven of us working on this assessment and we are collecting information in a variety of ways: We are trying to observe Renewal in action, we are conducting a large number of interviews, and now, we have developed this questionnaire.

We want to learn more about the thoughts people have about Renewal and we have decided to ask people to respond to this questionnaire in all twelve schools in which the assessment is being conducted. The questions have been designed so that they can be answered quickly and there really are no "right" answers. We simply want to know what you think about Renewal.

On some questions we ask that you indicate only one answer. If you are in doubt about which to pick, select the one that fits best overall.

The information that we collect will only be used to improve the process of Renewal. It will be seen only by people in your school and by representatives of the Renewal staff. We really appreciate your taking the time to respond to the questionnaire and we hope that it will ultimately help all of us who are involved in Renewal.

Thank you,

The Renewal Assessment Team

1: In the space provided below, please write a brief definition of Renewal as it functions in your school.

"Renewal in my school is _____

_____

_____"

2: Renewal may have many goals in any school. Which of the following are goals of Renewal in your school? (check as many as apply)

Number of Checks

( ) generating teacher creativity

( ) involving students

( ) sharing administrative power

( ) decreasing teacher apathy

( ) saving money

( ) bringing in outside resources

( ) increasing teacher satisfaction

( ) making all high schools more similar

( ) making the school more 'businesslike'

( ) sharing administrative responsibility

( ) getting teachers to do more work

( ) making jobs more pleasant

( ) involving teachers in planning

( ) making communication more open

( ) implementing modern management techniques

Below each scale is a frequency count of responses

3: Some school projects are Renewal projects while others are not. Is the distinction between "Renewal" and "Non-Renewal" projects a clear one at this school? (circle one number to answer)

DISTINCTION UNCLEAR 1 2 3 4 5 6 7 8 DISTINCTION CLEAR

4: Have you ever proposed a Renewal project?

YES ( )

NO ( )

5: If yes, how many have you personally proposed?

Write Numbers here: ( )

6: How many of these were actually started?

Write number here: ( )

7: Were these projects done essentially as you hoped they would be?

Circle one number

NO 1 2 3 4 5 6 7 8 YES

8: Were the results of these projects generally to your satisfaction?
Circle one number

SATISFIED 1 2 3 4 5 6 7 8 DISSATISFIED

9: Were teachers generally satisfied with these projects?

SATISFIED 1 2 3 4 5 6 7 8 DISSATISFIED

10: Consider all of the Renewal projects that you know about. Have these been designed to directly serve the needs of students?

YES 1 2 3 4 5 6 7 8 NO

11: Again, thinking of all Renewal projects that you know about. Have these been designed to directly serve the needs of teachers?

YES 1 2 3 4 5 6 7 8 NO

12: Finally, have these projects been designed to directly serve the needs of members of the administration?

YES 1 2 3 4 5 6 7 8 NO

13: Some schools have a Renewal Committee or some other clearly defined group which manages Renewal in their school. How clearly defined is such a group in your school?

CLEARLY DEFINED 1 2 3 4 5 6 7 8 NOT CLEARLY DEFINED

Below are a variety of statements that someone might make about Renewal. Please circle one number on each scale to indicate how much you agree or disagree with each statement.

14: "Renewal is a positive force for change in this school."

STRONGLY DISAGREE 1 2 3 4 5 6 7 8 STRONGLY AGREE

15: "Renewal is a 'rubber stamp' for the principal."

STRONGLY DISAGREE 1 2 3 4 5 6 7 8 STRONGLY AGREE

16: "Renewal came to this school too late."

STRONGLY DISAGREE 1 2 3 4 5 6 7 8 STRONGLY AGREE

17: "Renewal should involve more people in this school."

STRONGLY DISAGREE 1 2 3 4 5 6 7 8 STRONGLY AGREE

18: "Our Renewal consultant helps us generate solutions to our problems."

STRONGLY DISAGREE 1 2 3 4 5 6 7 8 STRONGLY AGREE

19: "Renewal prevents us from attacking the school's real problems."

STRONGLY DISAGREE 1 2 3 4 5 6 7 8 STRONGLY AGREE

20: "The steps of the Renewal process are clear to me."

STRONGLY DISAGREE 1 2 3 4 5 6 7 8 STRONGLY AGREE

21: "The Renewal consultant makes an important contribution to this school."

STRONGLY DISAGREE 1 2 3 4 5 6 7 8 STRONGLY AGREE

22: "The process of Renewal is respected by those teachers who do not participate in it actively."

STRONGLY DISAGREE 1 2 3 4 5 6 7 8 STRONGLY AGREE

23: "I am very active in the Renewal process."

STRONGLY DISAGREE 1 2 3 4 5 6 7 8 STRONGLY AGREE

24: "Our Renewal consultants offer solutions to our problems."

STRONGLY DISAGREE 1 2 3 4 5 6 7 8 STRONGLY AGREE

25: "Participating in Renewal is an exciting part of my job."

STRONGLY DISAGREE 1 2 3 4 5 6 7 8 STRONGLY AGREE

26: "I make an important contribution to Renewal in my school."

STRONGLY DISAGREE 1 2 3 4 5 6 7 8 STRONGLY AGREE

27: What percentage of each of the following groups has a general understanding of Renewal in this school? (circle one number for each group)

STUDENTS	0%	25%	50%	75%	100%
TEACHERS	0%	25%	50%	75%	100%
ADMINISTRATORS	0%	25%	50%	75%	100%
OTHER STAFF	0%	25%	50%	75%	100%
PARENTS	0%	25%	50%	75%	100%
COMMUNITY	0%	25%	50%	75%	100%

28: "We would like to know how you think of your school's Renewal consultant. Please circle one number on each of the scales below to describe your consultant.

EXPERT	1	2	3	4	5	6	7	8	NOT EXPERT
HONEST	1	2	3	4	5	6	7	8	DISHONEST
CONCERNED FOR OTHERS	1	2	3	4	5	6	7	8	CONCERNED FOR SELF
PUSHY	1	2	3	4	5	6	7	8	NOT PUSHY
COLD	1	2	3	4	5	6	7	8	WARM
QUIET	1	2	3	4	5	6	7	8	TALKATIVE
DULL	1	2	3	4	5	6	7	8	INTERESTING
FAIR	1	2	3	4	5	6	7	8	UNFAIR
KNOWLEDGEABLE	1	2	3	4	5	6	7	8	IGNORANT

HELPFUL	1	2	3	4	5	6	7	8	NOT HELPFUL
TRUSTWORTHY	1	2	3	4	5	6	7	8	UNTRUSTWORTHY
LAZY	1	2	3	4	5	6	7	8	ENERGETIC
GOOD	1	2	3	4	5	6	7	8	BAD
SKILLFUL	1	2	3	4	5	6	7	8	NOT SKILLFUL
INSIGNIFICANT	1	2	3	4	5	6	7	8	SIGNIFICANT
HAPPY	1	2	3	4	5	6	7	8	UNHAPPY

No Answer

29: Please list below the three most important reasons that your personally participate in Renewal activity.

1: _____

2: _____

3: _____

30: Please list the three most important "costs" or disadvantages that you personally experience because of your participation.

1: _____

2: _____

3: _____

31: Please list the three most important things that Renewal has done in your school.

1: _____

2: _____

3: _____

Well, you made it! That completes the questionnaire. We would really appreciate any comments that you care to make about this questionnaire, about Renewal, or about anything else you care to mention below:

Thanks again for the time and effort. . . .

Appendix C

A Brief History of School Self-Renewal In New York City

In an attempt to solve the urgent problems facing schools during the 1960's and early 1970's, Federal, state and local governments spent billions of dollars on education, developing and installing many educational innovations in the nation's schools. While there were some positive results, many expectations and hopes were not realized, nor were the problems of the schools solved. Disadvantaged children did not seem to be learning much better in the early 1970's than they had in the early 1960's. The innovations developed outside the school did not seem to meet the needs of the schools themselves.

By 1974, a report from the National Institute of Education (NIE) acknowledged that no matter how good educational innovations and products were, "such products will spread slowly and see little effective use until schools and districts develop their own capacity to engage in an active search for solutions to their own problems, to adapt solutions to their particular situations, and equally important, to adapt themselves as organizations to the requirements of the selected solutions."

In 1969, five years before this NIE finding surfaced, an experiment was undertaken in two inner-city high schools in New York City with staff and funds from the Economic Development Council (EDC) and the Board of Education (BOE) to test a different approach to the critical

problems of education. The EDC, a non-profit organization with a membership of more than 200 corporations, was formed to help bring the capacities of the business community to assist the public sector in the solution of urban problems, such as education, the delivery of social and other human services and the administration of justice.

When EDC's Education Subcommittee recommend that EDC establish partnerships with two inner-city high schools, they acknowledged the overwhelming problem of achieving any constructive consequences. But the committee also stated that EDC's "stake in the educational process was so vital that to turn our backs to the problem would be to violate the very principle on which the Council was founded. We are, after all," the committee continued, "deeply committed to the economic development of New York City, and this obviously cannot take place so long as successive cohorts of young people are entering or trying to enter the labor force not only ill prepared but poorly motivated to assume responsible roles in the world of work."

The partnership that EDC formed with the Division of High Schools (DOHS) of the Board of Education resulted in the current High School Self-Renewal Program. It differed from other educational efforts in that people involved in each school independently determined what their own problems were, which were most critical and what they might do to solve these problems. In essence, they formulated their own goals and objectives, set their own priorities and developed

their own plans and projects. Since school staff, students and parents were most familiar with their problems, they were judged best qualified to pinpoint them and seek solutions, given the opportunity and an effective procedure. This approach proved to be a very efficient use of human resources. Moreover, the multi-level participation involved in Renewal produced an additional benefit--an effective morale boost among the various constituencies in the school community as they found they could be effective in solving problems. The partnership program was extended to two additional inner-city schools in 1970 and continued until 1974. It involved school staff, students and parents as well as representatives from the larger community and business who collaborated in diagnosing the problems of each school, in deciding which problems were most critical and in exploring what they might do to solve them. With the assistance of EDC staff, educational consultants and research and development funds, the schools researched, developed, implemented and evaluated projects designed to achieve their goals. Progress in problem solving and in more effectively meeting student and staff needs was evident in all four schools.

Supported by funds and staff from EDC as well as staff provided by the Board of Education, the partnership experiment has gone through three phases. During Phase I, member companies of EDC loaned full-time personnel to work in each of the four high schools under the direction of an EDC executive trained in the behavioral and management sciences and experienced in both education and in industry.

Four corporate executives served as consultants to the "on loan" personnel in each of the four schools and functioned as a group in assessing the progress of the experiment and in advising EDC and its Board of Directors on potential future direction of the program.

During Phase II, which started in September, 1975, EDC and the Division of High Schools introduced the "Self-Renewal" strategy and expanded participation to four more schools. The Corporate "on loan" personnel had been phased out of the original schools the previous spring. The eight participating principals selected one of their teachers to serve as Renewal coordinator in each school. During this phase, EDC provided on-site consulting assistance in Organization Development to each school principal, coordinator and planning committee, and off-site professional development workshops on Renewal concepts and methodology.

Eight additional schools became a part of the Renewal Program during Phase III in the spring of 1976, and eight more joined the Program in the fall of 1976, although the DOHS could no longer provide any released time or funding. Unlike other programs which have collapsed with the elimination of funding, the Renewal Program (at the request of the BOE and with the support of its Chancellor, the DOHS and Borough Superintendents) is expected to expand. Future plans include the addition of all the 100 high schools in New York City that elect to become a part of the Renewal Program. The established par-

ticipation of schools during this Phase is and indication of the feasibility of Renewal without funds or released-time allocations. In Phase III, much greater emphasis is being placed on advance preparation of school staffs that elect to undertake Renewal and on the refinement of the process to enable the schools to adapt and institutionalize the process as efficiently and rapidly as possible as an ongoing program. Periodic off-site institutes, colloquia and workshops with regular on-site consultation by an EDC staff consultant assigned to the school are the primary vehicles for introducing the High School Self-Renewal Program in Phase III.

The New York City high schools which have participated in the Renewal Program to date are: Louis D. Brandeis, James Monroe, Bushwick, George Washington, Eastern District, Franklin K. Lane, Julia Richman, Theodore Roosevelt, Bay Ridge, William Cullen Bryant, Benjamin Franklin, Charles Evans Hughes, Andrew Jackson, Thomas Jefferson, Morris, Walton, Grover Cleveland, Curtis, John Jay, Martin Luther King, Jr., James Madison, Manhattan Vocational Technical, Satellite Academy and Sheepshead Bay.

The Renewal schools have developed many projects and products to solve critical problems which they identified and ranked as their highest priorities. Among them were projects in basic remediation, career education, curriculum development in various departments, a

computerized attendance/cutting system, new learning centers or schools-within-schools and peer guidance programs. Among the goals of these projects were improvement of basic academic skills, adequate preparation for students entering the labor force after graduation, reduction in absences, increased student interest and motivation and the development of a sense of belonging among students.

Appendix D

The Organization of Renewal as a Program

While the superstructural organization of the Renewal Program has evolved through a number of changes to respond more effectively to changing needs, there has always been close collaboration between the business and school communities (EDC and N.Y.C. Board of Education, particularly the High School Division). The current structure has been stable for the last two years and seems to be working very effectively. It is designed to enable maximum input in the development of the Model, provide effective consulting services to the school, and to give the High School Self-Renewal Program the kind of autonomy necessary to be responsive to the needs of the schools.

Model Team

This is the policy making group for the Renewal program. Its main functions are overall program direction and policy, as well as continued examination, development and refinement of the Model. It is composed of a representative cross-section of the entire program, is chaired by the director of the program and meets monthly for ½ day. Members are: 3 Renewal principals, 2 coordinators, representatives of the High School Division of the Board of Education, Representatives of EDC, Representatives of NAB, a business representative (formerly a corporate representative), and the six Renewal consultants. It works collaboratively by consensus on policy and does not deal with operations.

Consultant Team

The six Renewal consultants and a secretary are the operational arm of Renewal. They provide consulting services to the school, develop and implement professional development activities, and carry out assessment and evaluation, and national dissemination of the Model. They are responsible for all aspects of operations and bring policy issues to the Model Team for consideration. They work on a consensus basis with shifting role responsibilities under the director of the program who also serves as a consultant. They meet one day per week as a problem-solving unit to help each other with problems that arise in the schools and to conduct other Renewal business.

Coordinators Network

This is a monthly half-day meeting of all the coordinators for on-going professional development and resources sharing. They spend approximately half the time in small groups with their Renewal consultants as a problem solving and learning unit and the rest of the time in mixed small groups. This is also the vehicle for sharing of resources, specialized training and ongoing communications. The network is a support, and not a decision making group. It is managed by one of the Renewal consultants.

Our current funding arrangement is as follows:

High School Division - Board of Education:

4 consultant lines.

EDC: 2 consultant lines (director & administrator of program), security and part of overhead expenses.

NAB: Office space and part of overhead expenses.

This organization of Renewal represents a fairly stable institutionalization of the program both within and outside of the Board. It is formally supported by all the groups mentioned and seems like an ideal organizational structure for the effective and ongoing functioning of the program. It is expected that over-time additional funding for consulting lines will be provided by the Board of Education but that both EDC and NAB will continue to be substantially involved in the program.

Bibliography

Argyris, Chris; Intervention Theory and Method, Addison-Wesley, Reading, Mass. 1970

Bassin, Marc; The Development and Implementation of an Advocacy Model of Organizational Development in an Alternative High School: A Case Study, unpublished doctoral dissertation, Columbia Teachers College, 1976.

Bassin, Marc and Gross, Thomas; A Guide to School Self-Renewal, Economic Development Council of NYC, 1977.

Derr, Brooklyn; Organizational Adaptation to Forces for Change in a Big City School System (Eugene, Oregon, CASEA, University of Oregon) Feb, 1971.

Lawrence, Paul and David, Stanley; Matrix, Addison-Wesley, Reading, Mass. 1977

Lawrence, Paul and Lorsch, Jay; The Integrator, Harvard Business Review, 1973

Owens, Robert and Steinhoff, Carl; Administering Change in Schools, Englewood Cliffs, N.J. Prentice-Hall, Inc. 1970

Schmuck, Richard and Miles, Matt, eds. Organizational Development in Schools (Palo Alto, National Press Books, 1971)

ABOUT THE AUTHORS

Director of the High School Self-Renewal Program and an OD/Management consultant in the Program, Marc Bassin previously was principal of Satellite Academy, the largest public alternative Career Education High School in New York City. During his tenure there, he developed a new student-centered model of Organization Development. During the past 10 years, Dr. Bassin has worked directly with adolescents as a social worker, teacher, and guidance counselor in prisons, drug rehabilitation centers, and schools. Through his extensive background in professional development for teachers and administrators and his experience as an educational administrator, Dr. Bassin has brought to the Renewal program valuable expertise and interest in the use of OD and management skills in school systems, particularly as these relate to direct involvement of students in their own education.

He completed his undergraduate studies at City College of New York and earned his MSW degree at New York University and his Ed.D. at Teachers College, Columbia University.

Tom Gross is currently Project Administrator and an OD/management consultant for the High School Self-Renewal Program. Prior to his involvement with the Renewal Program, Mr. Gross served as a consultant to schools and government organizations on Organization Development and taught organizational studies at the university level in Columbia, South America. Earlier, he taught at an inner-

city junior high school in New York City, counseled youth in a New Jersey correctional facility and administered training programs for the New Jersey Division of Corrections and Parole. A graduate of Princeton University, he earned his Master's degree at Yale University and is currently writing his dissertation for an Ed.D. at Harvard University.

END

DEPT. OF HEW

NAT'L INSTITUTE OF EDUCATION

ERIC

DATE FILMED

SEP. 28. 1978